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ABSTRACT

Intended to be used as part of the existing school bus driver training program in New York State, the guide sets forth responsibilities and suggestions for transporting students with handicapping conditions. School district and BOCES (Board of Cooperative Educational Services) responsibilities for transportation are outlined. General guidelines are given for bus drivers, along with basic information on ways to reinforce acceptable behavior. A large section of the guide is devoted to describing major handicapping conditions and implications for bus drivers. Described in this section are mental retardation, physical handicaps, learning disabilities, visual impairments, hearing impairments, emotional disturbances, and autism. Special problems addressed and their transportaton implications include hyperactivity, acting out behavior, biting, self abuse, epilepsy, diabetes, and asthma. Other topics covered are considerations in boarding and leaving the bus and performing bus drills. A final section suggests ways in which bus drivers can deal with administrators, parents, and committees on the handicapped. Ten appendixes include sensitivity suggestions and activities and a description of first aid procedures for grand mal epilepsy. (CL)

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NEW YORK STATE SCHOOL BUS DRIVER INSTRUCTIONAL PROGRAM FOR TRANSPORTING STUDENTS WITH HANDICAPPING CONDITIONS

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FOREWORD

This guide is designed for use with the existing school bus driver training program. Districts may wish to use this as supplementary material or to adopt it in its entirety. Both new and old drivers will find the guide a useful reference of special knowledge for transporting students with handicapping conditions.

The guide focuses on:

1. Acquainting drivers with special characteristics, capacities and needs of school bus riders with handicapping conditions; and

2. Providing resources, information and ideas for meeting those special needs.

You will find information on law, preliminary medical assessment and mild mental, sensory and physical handicaps.

Only the most commonly occurring disabilities are included. There are others that have not been included for the sake of keeping the guide to a practical length.

Some materials were extracted from "School Bus Driver Training Manual," Suffolk County, New York and "Driver Education for the Handicapped," Ohio Department of Education.

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Children With Handicapping Conditions Project
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OBJECTIVES

Upon completing Basic Unit V, the bus driver should:

1. Have a general knowledge of the role of the local school district and BOCES in transporting students with handicapping conditions.

2. Recognize and deal with the special characteristics of the various handicapping conditions.

3. Realize the importance of working together with parents, administrators, Committees on the Handicapped and other individuals interested in providing transportation for the handicapped.

4. Be knowledgeable about the legal rights of students with handicapping conditions.

5. Be sensitive to the obstacles encountered by the handicapped.

THE ROLE OF LOCAL SCHOOL DISTRICTS AND BOCES

In 1976, Article 89 of the Education Law was amended to require increased services, including transportation, for children with handicapping conditions. Since 1976, several amendments have been enacted and many questions have been directed to the Education Department relative to transportation provided pursuant to the Article. The following discussion is presented in order to clarify the role of local school districts and BOCES.

Definition:

Pupils with handicapping conditions shall mean those pupils under 21 years of age who are entitled to attend public schools pursuant to Section 3202 of the Education Law and who, because of mental, physical, emotional or autistic reasons, because of learning disabilities, or because of a combination of such factors can receive appropriate educational opportunities from special services and programs, including transportation.

Duties of the Board of Education and the Committee on the Handicapped

The Board of Education or trustees of each school district are required to ascertain the number of pupils with handicapping conditions in the district and the nature of the handicapping condition, and to maintain a register of such pupils. Suitable transportation to and from special classes or programs for these pupils who are entitled to attend public school must be provided by Boards of Education upon recommendation of local Committees on the Handicapped.

The role of the Committee on the Handicapped in making a recommendation to the Board or trustees for the provision of suitable transportation services must address the following concerns to determine the transportation service most suited to the pupil's needs: endurance capacity for transit time, need for adaptive devices and/or specific assistance including the use of a wheelchair lift, or the need to physically assist pupils on or off the transporting vehicle. Individual assistance must be provided for those pupils who are unable to independently move themselves from the transporting vehicle into the program site. Aides or monitors used for this purpose may be assistant bus drivers or persons specifically appointed for this purpose.

It is suggested transportation routing be limited to one hour. Parents are expected to provide information on their child's requirements as they may affect the safety, health and welfare of the other pupils being transported with their child.

By mutual agreement and confirmation of the Committee on the Handicapped, parents may provide carrier service for their children with handicapping conditions without the necessity for the parent carrier to meet the standards established by the Regulations of the Commissioner of Education relating to safety aspects of school bus driver employment and bus operation.

All specifics of the recommended transportation developed in cooperation with the parents, should be reflected in the Individualized Education Plan (IEP) prior to the actual implementation of the services in order that parents may confirm that the transportation to be provided is appropriate to the needs of their children.

Any parent who has reasonable dissatisfaction with the determination of the type of transportation services recommended by the Committee on the Handicapped and/or the actual provision of the transportation approved by the Board of Education or trustees, has the right to due process procedures, including the request for an impartial hearing and, if unresolved, the right to a subsequent appeal to the Commissioner of Education.

Transportation Provided by School District

A pupil with a handicapping condition is eligible for transportation funded through the local school district if the pupil is at least five years of age (as defined in the district's policy for eligibility to attend public school) and under 21 years of age on September 1 of the school year. Suitable transportation is required for the months of September through June only. Such transportation should be limited to a maximum of 50 miles unless the Commissioner of Education certifies that no appropriate nonresidential special program or service is available within the 50-mile limit. Approval by the Commissioner for transportation beyond 50 miles is obtained through submission of the Form PHC-2, Request for Commissioner's Approval of Services for Handicapped Children. Transportation to a nonresidential program shall include transportation to another public school program or to a nonpublic school program recommended by the district Committee on the Handicapped and approved by the Assistant Commissioner for the Education of Pupils With Handicapping Conditions.

Transportation for a pupil with a handicapping condition to and from a private residential school, located within or outside of the State or to and from residential programs in schools enumerated in Articles 85, 87, 88 or 89 of the Education Law, shall be provided at the beginning of the school year and at the conclusion of the school year. No more than three additional trips to and from the school, during the school year, shall be provided except as additional trips may be needed for periods during which residential care is not available to the pupils attending such school.

Expenditures for the costs of travel, lodging and meals incurred by a volunteer escort shall be aidable if the escort is required by the pupil's Individualized Education Program (IEP) and the escort is engaged pursuant to a transportation contract between the volunteer escort and the school district, subject to a test of reasonable cost by the commissioner.

Transportation must be provided for a pupil with a handicapping condition who has been established as being eligible for receipt of special education services in the public school under the dual enrollment procedure.

Transportation to nonpublic schools attended at parental expense rather than through placement recommended by the district Committee on the Handicapped shall be limited to the eligibility limits established by the district for other nonpublic school pupils. Noncity districts must provide such transportation based on the two-, three- and 15-mile limits specified by Section 3635 of the Education Law.

Methods for Providing Transportation for Pupils with Handicapping Conditions

A school district, in providing transportation for pupils with handicapping conditions, has a choice of one of three types of transportation carriers. The three types of transportation that may be provided are: district owned and operated school buses, public service transportation and transportation provided pursuant to transportation contract. If district-owned transportation is provided, an SBM-14/15 routing

data sheet must be filed annually with the Bureau of Educational Management Services for each route. If public service transportation is utilized, an SBM-13 must be filed with the Education Department. Transportation provided pursuant to transportation contracts must comply with the bidding requirements established by Section 305 of the Education Law. Transportation contracts must be filed in a timely manner, as established by Section 156.1 of the Regulations of the Commissioner of Education. Any contract awarded as a result of competitive bidding together with attachments must be filed with the Commissioner of Education within 30 days following approval of the contract by the board of education or trustee. Contracts which cannot be awarded on or before August 1, must be filed with the Commissioner within 5 days after approval by the board of education or trustee.

In the case of any emergency arising out of an accident or other unforeseen occurrence or condition affecting pupil transportation services within a district and requiring immediate action which cannot await competitive bidding, interim contracts for pupil transportation services may be let by the board of education or the trustees of such district for a period not to exceed one month. The awarding of a contract for such services shall be in compliance with the provisions of Education Law 305, paragraph 14a.

Transportation contracts costing less than $1,500 per year, and transportation contracts between school districts and between school districts and BOCES are not subject to competitive bidding and may be negotiated. The filing requirements for negotiated contracts are the same as for contracts awarded on the basis of competitive bidding.

Transportation by BOCES

Transportation of pupils with handicapping conditions may be provided by boards of cooperative educational services for (a). daily home/school trips to nonresidential schools; (b). weekend or other periodic home/school trips to residential schools; and (c). weekend or other periodic home/school trips to the New York State School for the Deaf or New York State School for the Blind.

BOCES procedures for transportation, including the filing of a CO-SER (Cooperative Service Agreement), must be observed. The financial accounts for transportation of the handicapped are to be kept separate from other transportation services provided for BOCES instructional programs. Each school district utilizing BOCES transportation must file a transportation contract (SBM-11/12) treating BOCES as a contractor. A CO-SER should include evidence that sharing transportation through BOCES will result in expenditures which are below those which would be required if the individual districts provided the service. There must be two or more districts sharing in the service to be provided. It is not necessary that an individual route or run include students from two or more districts.

Transportation provided by BOCES may utilize BOCES-operated buses, private contract buses, buses operated by a municipality or buses operated by a school district. The review and approval of transportation contracts (SBM-11/12) from school districts include the criteria of reasonable costs. BOCES should be prepared to provide school districts, upon request, with a rationale and basis for the amount being charged a school district for any given contract period. The provisions for Apportionment of Surpluses and Assessments apply to this service as well as to any other BOCES service for school districts.

Training of School Bus Drivers Transporting Handicapped Pupils

Section 156.3 of the Regulations of the Commissioner of Education states that each driver of a vehicle transporting pupils with handicapping conditions exclusively, shall have received an additional hour of instruction concerning the special needs of handicapped pupils. Refresher courses for drivers of vehicles transporting such pupils exclusively, shall also include instruction relating to the special needs of such pupils. The course of instruction in school bus safety practices, required for all new school bus drivers during the initial year of instruction, contains a unit on transportation of the handicapped.

Assistant Drivers for Buses Transporting Pupils with Handicapping Conditions

Assistant drivers or monitors may be used on school buses transporting pupils with handicapping conditions. The cost of the salary or the contractual cost for such assistant drivers or monitors is eligible for transportation aid.

Training programs for assistant drivers may be provided by school districts using a training manual developed by the Bureau of Educational Management Services. Requests for training manuals should be referred to that office.

Transportation Pursuant to Family Court (Section 4406 of the Education Law)

In conjunction with an approved education program, transportation of pupils with handicapping conditions who are younger than school age may be provided pursuant to Family Court Order under Section 4406 of the Education Law. Under Section 4406, transportation may also be provided for pupils with handicapping conditions up to 21 years of age and attending approved education programs during July and August.

School districts shall act as transportation contractors for the counties to provide transportation for pupils with handicapping conditions pursuant to Family Court Order under Section 4406 of the Education Law. School districts may also act in an advisory capacity to the counties in recommending transporters who meet the mandates for pupil transportation and in supervising transportation provided under Section 4406 of the Education Law.

Payment for transportation provided under Section 4406 is made by the county government which in turn is reimbursed 50 percent by the State upon approval by the Commissioner of Education.

Chapter 47 of the Laws of 1977

This Chapter amends Section 3202 of the Education Law by adding Subdivision 5. Under this Chapter, the Department of Mental Hygiene may place a pupil in a family home at board, a duly incorporated orphan asylum or other institution. The district, in which that home or institution is located, through its Committee on the Handicapped must determine if there is a public or nonpublic special education day program in the area which will meet the needs of the pupil. The district must transport the pupil to and from the site where the pupil is educated and cost of that transportation will be reimbursed at ninety percent pursuant to Section 3602 Subdivision 7 of the Education Law. The district has the option of billing the pupil's district of residence for the remaining ten percent of the transportation cost. If the Board of Education can satisfy the Commissioner of Education that there are valid and sufficient reasons to refuse to receive the pupil, they are no longer responsible for the education or the transportation of the pupil.

Chapter 66 of the Laws of 1978

This Chapter amends Subdivision 5 of Section 3202 of the Education Law relating to the provision of public day school education for pupils with handicapping conditions residing in facilities of the Office of Mental Health (OMH) and the Office of Mental Retardation and Developmental Disabilities (OMR/DD). The cost of transporting these children between the OMH hospital or OMR/DD school and the public school in which they are educated will be paid by either OMH or OMR/DD. In no case will the public school district pay costs of transportation for these pupils. OMH or OMR/DD may contract with the school district to provide transportation service.

Chapter 721 of the Laws of 1979

This Chapter amends Subdivision 5 of Section 3202 of the Education Law relating to the provision of public or private day school education for pupils with handicapping conditions residing in an Intermediate Care Facility (ICF). The cost of transporting these children between the ICF and the public or private school in which they are educated will be paid by the ICF. The ICF must contract with the school district to provide transportation service. The school district may provide the transportation by either district-owned or private contract school buses. The Education Department will reimburse the ICF for the cost of the transportation pursuant to a contract with the school district.

General State Aid for the Transportation of Pupils with Handicapping Conditions

The cost of transporting resident pupils with handicapping conditions is aided pursuant to Subdivision 7 of Section 3602 of the Education Law. The aid is ninety percent of approved transportation expenses and is paid during the school year following the year in which the transportation is provided. Aid on the cost of transporting pupils with handicapping conditions is subject to approved costs. Transportation aid is calculated in the same way for all major school districts (City, Central, Union Free and Common). For less than eight teacher districts, the approved cost of transporting pupils with handicapping conditions is aided at aid ratio rather than ninety percent. The transportation of dual enrolled pupils with handicapping conditions is aided at ninety percent of actual expenses.

Additional Assistance

Questions regarding pupil transportation should be referred to the Bureau of Educational Management Services at (518) 474-3384. State aid inquiries should be directed to the Bureau of State Aided Programs at (518) 474-2977. Program concerns should be addressed to the staff of the Division of Development Support Services of Handicapped Children at (518) 474-4132 or 2251.

THE SCHOOL BUS DRIVER'S ROLE

School bus drivers' responsibilities are of equal importance to those of any other person in the school system. They are completely responsible for the well-being of students while transporting them to and from school.

The population of students with handicapping conditions that a driver is likely to encounter is diverse. Students may have disabilities affecting any aspect of their physical functioning, learning ability, judgmental and decision-making skills, visual and hearing acuity, or other abilities and characteristics.

Disabilities may occur in any combination and thus create an almost infinite variety of needs. Since it is very difficult to make general statements that apply to all handicapping conditions, drivers must be aware of the particular needs of those riders they transport.

Handicapping conditions in this guide are divided into the following groups:

1. Mental Handicaps (Mild and Severe)
2. Physical Handicaps Involving Brain Damage/Not Involving Brain Damage
3. Learning Disabilities
4. Sensory Handicaps
5. Emotional Handicaps
6. Special Concerns

It should be noted that within the above groups there is a great deal of diversity. There are some general statements made in the guide with regard to handicapping conditions; however, the driver is cautioned to avoid making generalizations or forming preconceptions about an individual based on the presence of a particular handicap. Individuals with handicaps are constantly proving such preconceptions inaccurate. There is a tremendous capacity among students with handicapping conditions which, if understood and used by the driver, can enable the rider to feel comfortable and at ease when traveling to and from school.

A positive attitude on the part of the bus driver is one of the most crucial factors in making the rider who is handicapped feel at ease on the school bus. The driver must be open, encouraging and positive. Drivers must also realize their involvement can be as enabling or as limiting for the rider's success as the rider's own characteristics. The bus drivers' attitude shows very clearly in the way they act in the presence of a rider with a handicap.

The following suggestions for interaction are provided for those who have had little or no experience with riders with handicapping conditions and would welcome some guidance in this area. Adapted from the pamphlet, "When You Meet a Handicapped Person," distributed by the Easter Seal Society, these suggestions focus on the physically handicapped; however, with a little common sense one can infer from them what is appropriate for individuals with other handicapping conditions.

It should be remembered that people with handicaps are not alike. As with any other group of students, what is comfortable for one person is not necessarily comfortable for another. Kindly treat the following as suggestions for interaction and take your cues from the individual rider.

1. Remember that the person with a handicap is a person. He or she is like anyone else, except for the special limitations of the handicap.
2. If possible, observe your students in classes or activities before you meet them. Simply knowing what to expect can help reduce anxiety or awkwardness on your part. Very often, this kind of observation will demonstrate that your interaction with them will be much the same as with other students.
3. Be yourself when you meet students with a handicap; talk about the same things as you would with any other student. Show friendly interest in the student as an individual just as you would with any student.
4. Do not be overprotective. Do not shower the handicapped student with extraordinary kindness. Do not offer pity or charity. Students with handicapping conditions should be treated like other students and be given a chance to prove themselves.
5. Do not be afraid to laugh with handicapped students or to enjoy your relationship with them. A nonhandicapped person who has the opportunity to share the imagination and good humor of a handicapped person can benefit greatly from this association.
6. Be objective when you need to discuss a student's disability in order to assess its potential impact. Ask only questions that are pertinent. Do not ask embarrassing questions out of curiosity. If students want to tell you more about their disabilities, they will bring up the subject.
7. Be patient. Let the students set the pace. Do not be too quick to help; see what they can do on their own. If you think the student needs help, offer assistance; find out from the student how you can be most helpful.

8. Do not separate physically disabled students from wheelchairs or crutches unnecessarily.

The driver is advised to become familiar with the entire guide prior to attempting to use the suggested strategies with students. A basic familiarity with the handicapped student population as a whole will be helpful in working comfortably with students who have special needs. Because of the diversity of handicaps and because of the frequent overlaps among groups, the drivers may find that suggestions given for working with one type of handicap will work equally well with another.

It should be recognized that strategies which are effective with nonhandicapped students can be equally effective with students with handicapping conditions. The driver who has only one student with a handicapping condition on a bus for the nonhandicapped need not treat the student in a different way. The challenge usually is to find a way to have the nonhandicapped students treat the handicapped as they would any other students.

Methods to Reinforce Acceptable Behavior

Transportation supervisors may wish to give each driver a copy of the following suggestions. Modifying or changing a student's behavior will be easier when positive reinforcement is practiced. While those students who frequently misbehave are also the most difficult to reinforce, they are also the children who need the chance for positive feedback the most. Be sure to make your signals for reinforcement very different from those for punishment. Offer alternative correct behavior under the conditions of reinforcement rather than punishment.

It is suggested that a behavior modification presentation by a Special Education Training and Resource Center (SETRC) teacher be scheduled sometime during the coverage of material in Unit V.

Reinforcement (Nonverbal)

1. Smiling; hands at side; open palms
2. Touching on back of student's chair or student's shoulder
3. Standing close or kneeling beside student
4. Eye-level contact with student
5. Wink, nod head

Reinforcement (Verbal)

1. "See, you can do it. If you keep trying you will succeed."
2. "That's great."
3. "You are too smart for this task."
4. "I knew you would do a good job."
5. "Keep the concentration going."
6. "You are really smart."
7. "You tried hard and made it."
8. "Hard work pays off; you are right again."
9. "You have been very thoughtful; thank you."
10. "When you pay attention, you get every problem right."
11. "Good thinking, Connie."
12. "See; watch Joe. He is going to catch on."
13. "I bet you really feel good about your work. You always know when you've done a good job."
14. "You fooled me. I thought I really gave you a hard assignment, but you made it look easy."
15. "I think you were smart for ignoring Keith."
16. "I know why you get the right answer. You always try harder."
17. "I feel great when you do this well."
18. "When I need help, I can always count on you."

ASSESSING TRANSPORTATION NEEDS OF STUDENTS WITH HANDICAPPING CONDITIONS

Supervisors and/or drivers may wish to obtain information to aid them in assessing and evaluating a student's handicap from:

- Parents
- Speech Therapist
- Hearing Therapist
- School Nurse
- Counselors
- Other School Bus Drivers
- Teachers
- Physical Therapist
- Committee on the Handicapped
- Physician
- School Psychologist
- School Social Worker
- Teacher of Handicapped Students
- Administrators

Students with visual, hearing or physical handicaps may be good sources of information about themselves. In certain cases, students with mild mental handicaps may be capable of giving pertinent information about their individual circumstances.

However, drivers should be aware that some students may underestimate their potential. Also, students who have not accepted a disability may overestimate their potential or assure you that the disability is gradually disappearing.

IMPORTANT NOTE: Remember to observe students' rights to confidentiality when you are entrusted with information about their handicaps that have a bearing on transporting them or other individuals safely. (See Appendix F, Buckley Amendment)

ASSESSMENT

The assessment should contain the information provided below; as deemed appropriate.

1. Diagnosis. The diagnosis will identify the disability and, in some cases, describe its effects. A driver should be able to understand the mental, emotional or physical aspects of the condition and whether the condition is progressive.
2. Seizures, loss of consciousness and medication. It is important to determine whether these factors are a part of the student's condition since they may require special procedures.
3. Date of onset of the disability. Is the disability congenital or was it acquired after birth? If disability was acquired after birth, knowing how recently the disabilty occurred can be valuable.

4. Endurance. Knowing a student's level of endurance will be of assistance to the driver.
5. Ability in upper and lower extremities. This information will help the driver determine special seating arrangements.
6. Cognitive abilities. This information relates to a student's ability to make sound judgments.
7. Transfer. Will the student need assistance boarding and exiting the school bus?

Since assessment is an on-going process, supervisors should maintain a line of communication with their drivers, COH, and trained district personnel for possible revision of a student's transportation arrangement.

INTERVIEW (If needed)

The interview should be used to:

- establish rapport with the student.
- gather information not already obtained.
- gain an insight into the social and emotional maturity and general attitude of the student.
- make preliminary estimates of assistance that a student may need.

If an interview is scheduled, a driver should consider the following suggested recommendations:

- Review the medical assessment before the interview. Prior to the interview, use information obtained from assessment and evaluation forms to review a student's background.
- After the interview you may wish to acquaint the students with any special equipment on the bus they may need to use.
- Be supportive as the student may be excessively anxious.
- Do not prejudge a student's potential.

OBSERVATION

Pertinent information may also be obtained by observing students to determine their skills and needs in daily activities. Carefully coordinating and evaluating information from the assessment, interview and observation should establish an environment for success.

HANDICAPPING CONDITIONS

In recent years, educational programs for children with handicapping conditions have improved and expanded. These programs have evolved as a result of the efforts of many dedicated people and organizations.

The New York State Education Department has made a commitment to provide an equal education for all students. This commitment includes education of the handicapped. The Department is determined to provide education in basic skills for all children regardless of mental, emotional or physical condition.

Education Law 3202 provides that district residents between the ages of 5 and 21 are entitled to attend public schools within their district and receive a free public education. New York State Law requires each Board of Education to appoint a Committee on the Handicapped (COH) to assist the district in providing suitable education programs and services for students with handicapping conditions who reside within the district. The Committee must see that the necessary steps are taken for identifying, diagnosing, placing and evaluating the progress of every student with a handicapping condition.

The Committee should consist of at least a:

- School Physician
- School Psychologist
- Teacher or Administrator of Handicapped Students
- Parent of a handicapped student residing in the district

Committees are encouraged to seek representatives of the pupil transportation department and other members of the community to serve.

The Committee meets regularly to decide which students have handicapping conditions and to recommend needed special services.

When students with handicapping conditions are referred to a BOCES, the local COH must follow the progress of the students and consider if and when the time is right for returning the students to their regular districts. Whether the local district or BOCES provides the students' education; transporting them safely is the main consideration of the bus driver.

Drivers should make an effort to build a friendship with the students with handicapping conditions as they would with nonhandicapped students. It is necessary to work hard to create a productive partnership. Try not to become frustrated. Be patient and consult others when you need assistance. Your supervisor and you may wish to contact the Special Education Training and Resource Center serving your area. (See Appendix E)

Develop an understanding of:

- Learning problems of students with handicapping conditions.
- Presenting methods of safe riding behavior (student leader, roleplaying, peer coaching).
- Structuring techniques for learning experiences.

STUDENTS WITH HANDICAPPING CONDITIONS

The following are listings, by major groups, of handicapping conditions drivers may have to effectively deal with while on their daily route.

NOTES	HANDICAP/CHARACTERISTICS

Students With Disturbing Behavior

Some students seem to be constantly causing disturbances. They may antagonize others who are sitting near or around them.

Deficient Verbal Abilities:

Receptive Language Ability

Students have limited ability understanding long, complex verbal communications.

Expressive Language Ability

Students have difficulty expressing themselves in complex sentences.

Mental Retardation

Mental retardation refers to students with below-average intellectual capabilities. It usually begins during the development of a person and is associated with poor adaptive behavior.

The following characteristics are criteria for identifying mental retardation:

- May become anxious, aggressive, frustrated, or withdrawn when confronted with unrealistic expectations.
- Difficulties in the area of "adaptive behavior" (i.e., sitting up, walking, talking, academic achievement and social adjustment).
- Below-average intellectual functioning.

Mentally Retarded

Students who are mentally retarded will perform at a slower rate because of a significantly lower level of intelligence. They will develop considerably slower in language and motor skills in comparison to other students of the same age. Also, they seem unable to learn new skills as quickly. Be patient and understanding.

NOTES	HANDICAP/CHARACTERISTICS
	Some have physical characteristics such as Down's syndrome. This is a condition resulting from a chromosomal abnormality, characterized by slanted eyes, flattened features and shortness of stature. Most Down's syndrome individuals are capable of learning self-care and simple vocational skills. Many are capable of learning simple functional academic skills.

PHYSICALLY HANDICAPPED

There are many types of physical handicaps but only the most common are included in this guide.

It may be helpful to consider whether the handicap existed at birth (congenital) or was acquired after birth (adventitious). Sometimes the social and emotional maturity is influenced when the handicap is acquired rather than congenital.

Students with a congenital disorder often have led sheltered lives, having limited opportunities to develop social skills or make decisions. These are factors the bus driver must be sensitive to and be capable of handling. Some of the students may need a great deal of encouragement while others require only gentle insistence.

Congenital disabilities include clubbed feet or hands; the absence of an arm or arms; defects in the legs, neck, hips; or spine-related problems.

An acquired disability often means students must adjust to a modified body because the old concepts of identity and body image no longer hold. They must reassess strengths and weaknesses as well as adjust to their new limitations. School bus drivers may find these students have difficulty in realizing their own limitations.

Information on the physically handicapped is not intended to provide full clinical details of any disability or describe all possible variations. It should, however, provide a driver who may lack information about physical handicaps a better understanding of how such handicaps might influence a student's ability to move about. If you desire more detailed information, it is recommended that you contact your supervisor.

NOTES	HANDICAP/CHARACTERISTICS
	Physical Handicaps (Not Involving Brain Damage) Amputation Amputations generally are the result of an accident or medical condition. If a medical condition necessitated amputation, there could be related problems of weakness, slow reaction or even impaired judgment. Injury-related amputations are not accompanied by these problems. Spinal Cord Injury Injuries of the spinal cord are generally caused by physical injuries. Unless there are other complications, a student's mental ability will be normal. These injuries result in a loss of active motion or nonfunctioning of the areas of the body affected. The two principal classes of spinal cord injury are paraplegia and quadriplegia. Paraplegia includes paralysis of both legs and the lower trunk. (If the involved area is not paralyzed, but generally weakened, the condition is call paraparesis.) Quadriplegia includes paralysis of both legs, both arms and the trunk. (If the involved area is not paralyzed but greatly weakened, the condition is called quadriparesis.) Infantile Paralysis (Polio) Polio results when a virus, from a contagious disease, attacks the gray matter of the spinal cord and paralyzes the individual. Polio is not common since the use of Salk vaccine was introduced in 1956. Those suffering from the crippling affects of Polio should be in the upper grades.

NOTES	HANDICAP/CHARACTERISTICS
	Arthritis Arthritis is a chronic, slowly progressive disease causing pain and swelling, and sometimes noticeable deformities, in joints of the body. The ankles, wrists, hips and cervical spine can be affected, however, the knees are involved most frequently. Poor Endurance Students with pulmonary (lung) and cardiac (heart) diseases will tire very easily. Their stamina will govern the length of time they will be able to travel. Muscle Weakness Handicaps These neuromuscular disorders cause progressive weakening of the muscles, loss of sensation and fatigue. Muscular Dystrophy A progressive disability, usually beginning in the legs and gradually involving the knees, the hips and the remainder of the body. Student will have a healthy appearance on the outside. Muscular dystrophy and multiple sclerosis are the more common disabilities that affect younger individuals. Guillain-Barre Extreme muscular weakness which may progress to paralysis. However, it may reverse itself with no permanent muscle weakness.

NOTES	HANDICAP/CHARACTERISTICS
	Physical Handicaps (Involving Brain Damage) It is the brain that regulates and coordinates the body's activities. Considering the complexity of the human brain, one can understand how a variety of manifestations exists and why a given disorder may vary greatly from one person to another. Cerebral Palsy (Neurological) Cerebral palsy is chronic and permanent. There is little direct relation between intelligence and the degree of physical impairment. The student with severe or uncontrolled spasticity may be intellectually gifted while one with mild, almost unnoticed physical involvement might be severely retarded. Symptoms may involve one or all of the following: 1. Neuromotor disorders 2. Lapses of consciousness 3. Perceptual problems 4. Neurosensory problems 5. Intellectual problems 6. Behavioral disorders The different types of cerebral palsy are: SPASTIC: Muscles are tense but can be moved voluntarily. Movement may be slow, explosive or poorly formed. ATAXIA: A condition that affects balance and direction of movement. Eyes may be uncoordinated and move in a jerky manner. ATHETOSIS: Involuntary and unorganized muscular movement; walking in a lurching, writhing manner. Athetotic movements intensify as conscious effort increases. Posture is uncontrolled. TREMOR AND RIGIDITY: The body shows involuntary vibrating movements. A more predictable and consistent area of cerebral palsy.

NOTES	HANDICAP/CHARACTERISTICS
	Spina Bifida (Neurological) A disorder affecting the nervous system. Present in an individual at birth. Results from failure of the spinal column to close normally because of a defect in the development of the vertebrae. Spina Bifida-affected students may be able to walk and/or move from one place to another. Physical therapy can help the students learn to walk with the aid of crutches and braces. With proper medical care they can become self-supportive members of the community.

NOTES	HANDICAP/CHARACTERISTICS
	Brain Injury A central nervous system defect resulting in minimal brain malfunction. It may result in various combinations of impairments in perception, language, memory and control of attention. Students have difficulty filtering out unimportant details. They find it hard to interpret and analyze the information received by their senses. It is easy for them to get sidetracked. These students are more likely to run, shout, scream, laugh loudly, or cry. It is difficult for the students' checking mechanism to control their impulses. They may reach out to touch or strike other students simply because they are attracted to them. Brain damaged students can be taught to conform. They will react to warmth and discipline.

NOTES	HANDICAP/CHARACTERISTICS
	Left Hemiplegia A disability resulting from cerebral-vascular impairment on the right side of the brain. Usually includes neuromotor problems on the left side of the body. May range from mild incoordination to loss of sensation and paralysis. These students may have difficulty with depth perception, spatial relationships and blind spots in the left field of vision. Right Hemiplegia Right hemiplegia is generally the result of a stroke on the left side of the brain that causes impairment of the right side of the body. Neuromotor problems affect the right arm and leg. Perceptual, visual and intellectual problems are less severe than those caused by left hemiplegia.

NOTES	HANDICAP/CHARACTERISTICS
	A student with right hemiplegia may have the additional handicap of aphasia. This involves difficulty with talking, reading and verbal comprehension. The student may know what to say and not be able to say it or may have the ability to respond but not be able to understand the questions. This can be extremely frustrating.
	Head Trauma
	This usually results from a blow to the head. There is no predictable pattern of symptoms. The effects may be the same as left or right hemiplegia or there may be no physical symptoms.

NOTES	HANDICAP/CHARACTERISTICS
	Learning Disabilities Students with learning disabilities exhibit a disorder in one or more of the basic processes involved in understanding, or using, spoken or written language. This may be seen in disorders of listening, thinking, talking, reading, writing, spelling or math. Students have problems with: . Getting information from the senses. . The brain putting this information together. . Storing the information. . Speaking or writing thoughts. They may have normal vision, hearing or speech. However, the chidren may also have short attention spans or be easily distracted. Sometimes parental, school or peer pressures result in low self-images, individuals may not think much of themselves because they cannot perform as well as others, especially with use of the language. Most of these children frequently find it difficult to sit still for a long period of time. They can have trouble following directions.

NOTES	HANDICAP/CHARACTERISTICS

Sensory Handicaps

The incidence of hearing impairment is greater than visual impairment among school age children. Within the two groups, there is a full range in degree of impairment.

Visually Impaired

Visually impaired students may range from the partially sighted to the totally blind. Some will be able to function as nonhandicapped.

Other visual problems that may be encountered are:

Color Perception

Limited ability to distinguish one color from another.

Depth Perception

Difficulty in determining the distance between yourself and other objects.

Field of Vision (Peripheral Vision)

Difficulty seeing objects at either side while looking straight ahead.

Glare Recovery

Difficulty seeing after being blinded by a strong light.

Glare Resistance

Difficulty seeing when subjected to bright lights.

Night Visual Acuity

Difficulty seeing clearly with very little light.

Hearing Impaired

Since there are more students with hearing impairments than visual impairments, you will probably find it necessary to deal with their particular handicaps more often. Hearing impaired includes the deaf and those with partial hearing loss (hard of hearing), many of whom are assisted by hearing aids.

NOTES	HANDICAP/CHARACTERISTICS
	Students with hearing impairments will generally have less difficulty in moving about than those with visual impairments. **NOTE:** Drivers may wish to review Appendix C (Manual Alphabet and Total Communication).

NOTES	HANDICAP/CHARACTERISTICS
	Emotional Disturbances Emotional disturbances involve inadequate or inappropriate behavior, i.e., behavior that does not fit the situation or setting. In earlier times, emotional disturbances were treated as diseases or illnesses. The behavior is often brought on by some circumstance in the students' lives that upset them and are impossible for them to control. The behavior may be the result of broken and unhappy homes; beatings, abuse or starvation; a missing parent; no love in the home; not enough adult supervision; inconsistent discipline; brain injury; or medical problems. Fortunately, these students can learn new behavior. Emotionally disturbed students may: . Be withdrawn, shy and not volunteer to do things common to their age groups. . Feel people want to harm them. . Wish to be alone. . Be involved in malicious mischief. . Be unable to control their actions and seem to explode without reason. . Be disruptive, aggressive, attacking, accusing and blaming.

NOTES	HANDICAP/CHARACTERISTICS

AUTISM

Autism is a condition of extreme withdrawal. Autistic students desire to be alone. They often have severe communication problems (no speech at all or very confused speech). Autism is an escape from reality. It is also the most puzzling of behavior disorders. It is not really known what autism is or how it is caused.

Some experts feel that autism can be inherited. It is possible that there may be brain damage or unusual bleeding during the mother's pregnancy which could add to the condition. Autism is also considered to be an emotional disturbance.

Drivers may observe one or more of the following behavior characteristics in autistic students:

- Anxiety without any apparent reason.
- Continuous twirling or rocking.
- Continuous walking on tiptoes.
- Rigid for long periods of time.
- Not speaking properly for their age.
- No speech at all.
- Exhibits signs of terror with objects.
- May appear to be retarded, but on occasion show flashes of normal or very high intelligence.
- Self-abuse.

There is general agreement that autism is the most confusing and puzzling of behavior disorders.

NOTES	HANDICAP/CHARACTERISTICS

Special Concerns

This section contains information that transportation personnel must be familiar with in order to insure the maximum comfort and safety of their riders.

Hyperactivity

Describing hyperactivity is difficult because many of the symptoms are often present in all children to some degree. What is special about hyperactive children is the intensity and persistence of hyperactivity.

Characteristics of these students may be:

- Excessive restlessness.
- Constant motion.
- Persistent fidgeting.
- Ceaseless talking.

The students demand constant attention. They may whine, tease and annoy others to get this attention.

They act without consideration of the consequences. They may become upset when things or people fail to behave as they would like. Often they act on the spur of the moment — showing poor planning and judgment.

Hyperactivity is not related to mental retardation.

The main problem of hyperactive students involves discipline. The bus driver must make the students understand that in the interest of safety and well-being they must follow all rules. To achieve this end, the bus driver should be firm, consistent and explicit.

NOTES	HANDICAP/CHARACTERISTICS
	Acting Out Behavior Acting out behavior is a form of communication by which students, feeling unable to express their feelings with words, express anger and frustration by physical action. Unlike people who may occasionally lose their tempers, individuals who are subject to tantrums/disturbances cannot control their emotions. They appear to have lost control completely. They may scream, kick, throw themselves or objects about, or hold their breath. Such actions can make the most experienced bus driver feel out of control and helpless. Disturbances most often occur when a student is tired or anxious. The emotionally disturbed and autistic are most prone to exhibit disturbances, however, disturbances can also occur in individuals with other handicapping conditions.

NOTES	HANDICAP/CHARACTERISTICS
	Biting Biting is a well-known misbehavior. It is a sign of aggressiveness and an outlet for tension. With handicapped students, especially those who are emotionally disturbed, autistic or brain-injured, biting may occur at any age.

NOTES	HANDICAP/CHARACTERISTICS
	Self-Abusive Behavior Some individuals with handicapping conditions show a tendency to self-inflicted injury or, in severe cases, even to self-destruction. In some cases this may be an attention-getting device while in others the students may not be aware of what they are doing. Such behavior may surface when students are angry or frustrated with themselves and cannot find another release for inner tension. Self-abusive behavior may be exhibited during severe tantrums and emerge as violent head banging, face scratching, slapping, hair pulling and self-biting. Many adults become frightened and helpless when they see students exhibiting this type of behavior. Some students will use this fear, by adults, to get their own way. Remember, not all students are capable of controlling such actions. Hemophilia A sex-linked hereditary blood defect characterized by delayed clotting of the blood and consequent difficulty in controlling bleeding, even after minor injuries.

NOTES	HANDICAP/CHARACTERISTICS
	Anaphylaxis "Anaphylactic shock is a very serious, acute, allergic reaction of the body to overwhelming sensitization by a foreign protein. It may occur when a susceptible person is stung by a bee; has eaten particular foods or has had an injection of horse serum or certain drugs such as penicillin. Victims become weak and pale and collapse. They have great difficulty in breathing, complain of severe chest pain, or may have convulsions. Death can result within minutes." Advanced First Aid and Emergency Care - American Red Cross, 1973 Edition Epilepsy An epileptic seizure is a sudden violent, disorderly discharge of brain cells typically manifested by convulsive attacks with clouding of consciousness. Epilepsy is not a disease, but a symptom which can be produced by disease, tumor, or injury of the brain. During a seizure, there may be involuntary movements, paralysis, defective intellectual functioning or a combination of these reactions. The common types of seizures are petit mal, psychomotor, and grand mal. Petit Mal Petit mal is a mild convulsive seizure. This type of seizure usually lasts only a few seconds. Victims will have a brief interruption of consciousness often accompanied by an appearance of daydreaming. They may have a blank look or stare and twitching of muscles may occur about the face.

NOTES	HANDICAP/CHARACTERISTICS
	Psychomotor A student having a Psychomotor seizure will exhibit inappropriate or purposeless behavior with subsequent amnesia regarding the episode. The seizure usually lasts two to five minutes and may occur one or more times; weekly, monthly or annually. Grand Mal Grand mal is more serious and an alarming seizure. The driver may notice: . Muscles become rigid and then move convulsively. . Bladder control may be lost. . The victim may have some difficulty breathing and saliva will begin to collect and run from the mouth. . A bluish tinge may appear near the lips and fingertips. . When breathing returns it may be deep and noisy. It will correct itself. Do not become alarmed. . The victim may suddenly slump over or fall to the floor. . After resting, victims usually can continue with what they were doing. There are other forms of seizure. They will generally take the form of petit or grand mal seizures with some variances. Restricted Growth Students who are unusually small or whose bodily proportions are below normal size for their age may have difficulty boarding and exiting the school bus.

NOTES	HANDICAP/CHARACTERISTICS
	Diabetes Diabetes is a metabolic disorder wherein the individual's body is unable to utilize and properly store sugar. This condition is a result of the inability of the pancreas to produce a sufficient amount of the hormone insulin. Symptoms may include: 1. Abnormal thirst 2. Frequent urination 3. Extreme hunger 4. Changes in weight (generally a rapid loss) 5. Drowsiness 6. General weakness 7. Possible visual disturbances 8. Skin infections such as boils or itching Students may have an insulin reaction (hypoglycemia) or go into a diabetic coma. It is important to know the difference between these two potential problems.

SPECIAL CONCERNS

NOTES	HANDICAP/CHARACTERISTICS
	Asthma Students with an asthmatic condition have difficulty breathing. They may also exhibit increased heart and respiratory rates, fatigue, restlessness and abdominal pain. Symptoms may be caused by stress or be emotionally induced. Osteogenesis Imperfecta (Brittle Bone Disease) Individual may suffer from multiple fractures if minor pressure or stress is imposed.

BOARDING AND LEAVING THE SCHOOL BUS

NOTES	CONTENT
	INTRODUCTION The primary duty of a school bus driver is the safe, efficient and economical transportation of students to and from school. Drivers are responsible for providing a comfortable and virtually risk-free environment. Loading and unloading procedures for students with handicapping conditions may need no alterations from standard operating procedure or in certain situations may need modification due to the needs of the individual student. Most transportation systems load and unload special education students in front of their homes because students cannot be left unattended. Riders sometimes need the driver's assistance boarding the bus and must be helped during this process. Eye contact with some students is a must. Most buses used exclusively for the handicapped are equipped with seat belts which should be used. Care is needed at all times to keep students on the bus when others are being loaded or unloaded. The student that must have special equipment such as a wheelchair, braces, crutches, etc., may have problems during the loading and unloading process and it is your responsibility to learn about these problems and know how to handle them. Contact your COH or SETRC office for assistance. Remember, care and protection are two things which parents and students expect from you. Preparation Prior to Stopping 1. Select place to stop. 2. Use overhead warning lights. 3. Check traffic (check mirrors). 4. Approach bus stop cautiously, never closer than three feet from students. 5. Stop bus smoothly. Loading 1. Take bus out of gear.

NOTES	CONTENT
	2. Set parking brake, if applicable. 3. Open door only after bus stops. 4. Use ramps, lifts and other equipment as necessary. 5. Secure passengers in their seats according to their special need(s). 6. Assigned seats may help reduce the anxiety of students with handicapping conditions as they prepare for the bus ride. Preparing to Enter Traffic Follow usual operating procedures. Unloading 1. Unloading on school grounds: . When necessary, carry or guide students off the bus into the charge of a teacher or other school attendant. Follow district policy and COH recommendations. . Check that all belongings of each student are taken off the bus. . Report to the teacher any observations which may be appropriate, whether medical or behavioral. 2. Unloading at home of the rider: . When necessary, assist students off the bus into the charge of a parent or other responsible person. . Check that all belongings of each student are taken off the bus. . Report to the parent any observations which may be appropriate, whether medical or behavioral. . If an authorized person is not at home to receive the student, keep them on the bus; after the run is completed, make arrangements with the school or transportation officials to care for the student until the parent (or other responsible person) has been contacted.

NOTES	CONTENT
	Riding a School Bus There are specific skills necessary to be able to ride a bus. Often times, these skills are taken for granted. Skills necessary for riding the bus: 1. Physical Skills: motor proficiency, balance, co-ordination. . Walking to school bus. . Boarding the bus - climbing stairs, using the ramp. . Sitting in a seat. 2. Mental Skills . Understanding language - verbal or gestures. . Following simple directions 3. Social Skills: . Ability to relate to transportation situations. . Maintaining appropriate behavior toward self and others. Driving a School Bus with Handicapped Students Aboard Driving a school bus takes concentration and attentiveness. At the same time, a school bus driver must also be aware of the needs of the passengers, and be alert to situations which may need immediate action. A competent school bus driver must be able to search for clues to potential problems and be ready to make intelligent decisions on how to handle them. Assign the bus attendant (if any) to see that all passengers remain safely seated. If there is no bus attendant, make periodic checks yourself. Responsibility for the safety of all passengers leaves little time to attend to nonessential tasks (such as gossiping, joke telling, guessing games and other types of activities). DO NOT allow students to continually demand your attention when you are driving.

NOTES	CONTENT
	If any student shows symptoms of illness that requires immediate attention, pull the bus as far to the right of the road as possible and stop; activate four-way hazard lamps. If a two-way radio is available, notify the proper authorities. Otherwise, assign the attendant or ask a passing motorist to call the proper authorities from a phone booth or nearby private home. Watch for unusual behavior that may occur, such as petit mal epilepsy attacks or erratic behavior. Observing students is vitally important for the safety and well-being of all.

NOTES	CONTENT
	Bus Drills and Emergency Evacuation Procedures Students with handicapping conditions must participate in school bus drills as described in Section 156.3(h) of the Regulations of the Commissioner of Education. Under extreme circumstances, exceptions may be permitted if directed in writing by the COH. Whether the students ride regular or special school buses, they should be taught to react within their capabilities. This is particularly important if the driver becomes incapacitated. The following are examples of procedures that could be performed by some students: 1. Locate the fire extinguisher and first aid kit. 2. Operate, or tell others how to operate, the fire extinguisher. 3. Get out of the bus and go for help. 4. Tell people offering help where emergency phone numbers are located, i.e., fire, physician, mechanic, superintendent's office. 5. Operate, or instruct others to operate, the two-way radio. 6. Tell people offering help where to find student information cards. 7. Instruct people in the operation of wheelchair locking devices, doors, ramps and lifts. In order to aid people, other than drivers, to effect evacuation, written directions should be posted near apparatus requiring special operating skills. A plan should be worked out between the parents and the school or driver to deal with emergencies such as: 1. What is to be done if the parents are not at home to receive the child at the end of the day? 2. What is to be done if the bus, for some reason, cannot reach the home? One such reason could be due to bad weather conditions.

NOTES	CONTENT
	Have a backup plan. Example: A second home, such as a friend or relative, where the child can be taken in such emergencies. 3. What is to be done if the child needs medical attention while being transported?

INTERACTING WITH ADMINISTRATORS, PARENTS AND COMMITTEES ON THE HANDICAPPED

Duties and responsibilities of school bus drivers in their dealings with others are usually determined by the local school districts. Some districts encourage school bus drivers to make contact with parents while others discourage such meetings. The same is true of meeting with teachers, administrators, the Committee on the Handicapped, and other groups or individuals.

As an employee of the school district, you must adhere to all policies relative to transportation. If you are uncertain of the correct response to a question, refer the individual to your transportation supervisor or the person responsible for pupil transportation in your district.

The job duties and responsibilities of the school bus driver who transports special education children vary a great deal from district to district. Refer to Unit III on the working of these responsibilities, and check with your district on its policy of dealing with others.

THE COMMITTEE ON THE HANDICAPPED (COH)

Whenever a question or problem arises with a handicapped student, you may be able to get assistance from the Committee on the Handicapped. Each school district must, by law, have a Committee on the Handicapped (COH). It is recommended that transportation personnel establish a working relationship with the COH.

The Board of Education or trustees appoint the members of the COH. The COH is composed of at least a teacher or administrator of special education, a school psychologist, a parent of a handicapped pupil who resides in the district, and a school physician. The Board may appoint other members to the Committee.

The purpose of the COH is to determine the needs of each handicapped child in the district and to recommend to the Board of Education the appropriate educational services and programs needed to meet the child's needs.

Responsibilities of the COH are:

1. Make recommendations on classification, evaluation, and placement of students who require special education:
   - To determine if a child has a handicapping condition and the category of classification.
   - To determine the educational program needs of the child.
   - To recommend a program/placement based on the handicapping condition and the child's educational needs.
2. Make recommendations on the frequency and nature of appropriate re-evaluation of handicapped children by appropriate specialists.
   - Reevaluation at least once every three (3) years.
   - Any recommendations on evaluations are to be noted.
3. Insure that the adequacy of existing special education services and programs are evaluated annually.
4. Inform the Board of Education about the adequacy of existing special education services and programs and advise it regarding:
   - Buses or routes needed?
   - Need for monitors?
   - Special equipment?
   - Others
5. Report annually to the Board of Education the status of each handicapped child.
6. Maintain a census of all handicapped children annually until age 21; in part it should contain the following information:
   - Student's name, address, birthdate

- Parent's name(s) and address(es)
- Student's handicap
- Dates of referral, evaluation(s), recommendations of the COH, actual placement and annual program reviews
- The site where the student is currently receiving an educational program

The COH must practice confidentiality in reference to the records of all students. The privacy rights of parents and students are most important when dealing with the sensitive nature of the needs, afflictions and limitations of handicapped students.

When a bus driver is entrusted with information relative to transporting students with handicapping conditions, remember the information is confidential. You may wish to review the Buckley Amendment Regulations, Privacy Rights of Parents and Students, 34 Code of Federal Regulations, Part 99 (Appendix F).

As a professional, refrain from disclosing any confidential information that is shared with you.

The purpose of telling you special information on particular students who ride your bus is to make you a more competent and knowledgeable driver, capable of dealing with any emergency that may occur. Do not misuse the special trust you are given.

Below are several examples of problems handled by the transportation director with the assistance of the Committee on the Handicapped:

1. Question: Must all students with emotional or mental handicaps be transported?

   Answer: Arrangements are recommended by the Committee on the Handicapped. If incidents arise, they must be documented and forwarded to school officials and local procedures followed.

2. Question: How should emergency school bus drills on handicapped vehicles be conducted?

   Answer: Because local circumstances and students vary, refer to the local Committee on the Handicapped which can help tailor the drills to the students' needs and capabilities.

The Committee on the Handicapped can be instrumental in assisting you to understand the special needs of students with handicapping conditions. Please ask your Supervisor to contact it whenever there is a problem. You may wish to obtain a copy of the following as a reference book: "A Handbook For Committees on the Handicapped in New York State," August 1981, University of the State of New York, State Education Department, Office for Education of Children With Handicapping Conditions, Albany, New York 12234 or contact your local SETRC facility.

Even though the COH recommends specific items of need, the Board of Education (BOE) is the governing body of the school district. It determines the policy the district will follow. It is the Board's option to place specific transportation policy concerns in the official minutes to establish precedents.

APPENDIX A

TRANSPORTATION DEPARTMENT
STUDENT BIOGRAPHICAL DATA FORM

Name _____
Last First M.I.

Address _____
Street

_____
City State Zip Code

Date of Birth _____ Age _____ Sex: Male _____ Female _____

Telephone # _____
(Area Code)

School _____

Route # _____ Bus # _____ Driver _____

PARENT/GUARDIAN

Mother _____ Father _____

Home telephone # _____ Home telephone # _____

Work telephone # _____ Work telephone # _____

BABY-SITTER

Name _____

Address _____

Telephone # _____

NEIGHBOR/RELATIVE

Name _____

Address _____

Telephone # _____

PHYSICIAN

Name _____

Address _____

Telephone # _____
(Area Code)

OTHER SPECIALIST

Name _____

Address _____

Telephone # _____
(Area Code)

Handicapping Condition: _____

Onset of Handicap:

Congenital _____ Acquired (Date) _____

History of . . .:

Seizures? _____ Extent of Control _____

Loss of Consciousness? _____ Extent of Control _____

STUDENT BIOGRAPHICAL DATA FORM
Page 2

Current Medications and Possible Side Effects

_____

_____

_____

Endurance Limitations

_____

_____

Physical Limitations

_____

_____

Visual Limitations

_____

_____

Hearing Limitations

_____

_____

Special Instructions

Lifting: _____

Bus Drill Restrictions: _____

Emergency Procedures: _____

Loading/Unloading: _____

_____

Seat Restraints? _____ **Respiratory Aids?** _____

Leg Braces? _____ **Arm Braces?** _____

Allergies? _____

Additional Comments/Recommendations

_____

_____

_____

_____

_____ _____

Date **Signature/Title**

APPENDIX B

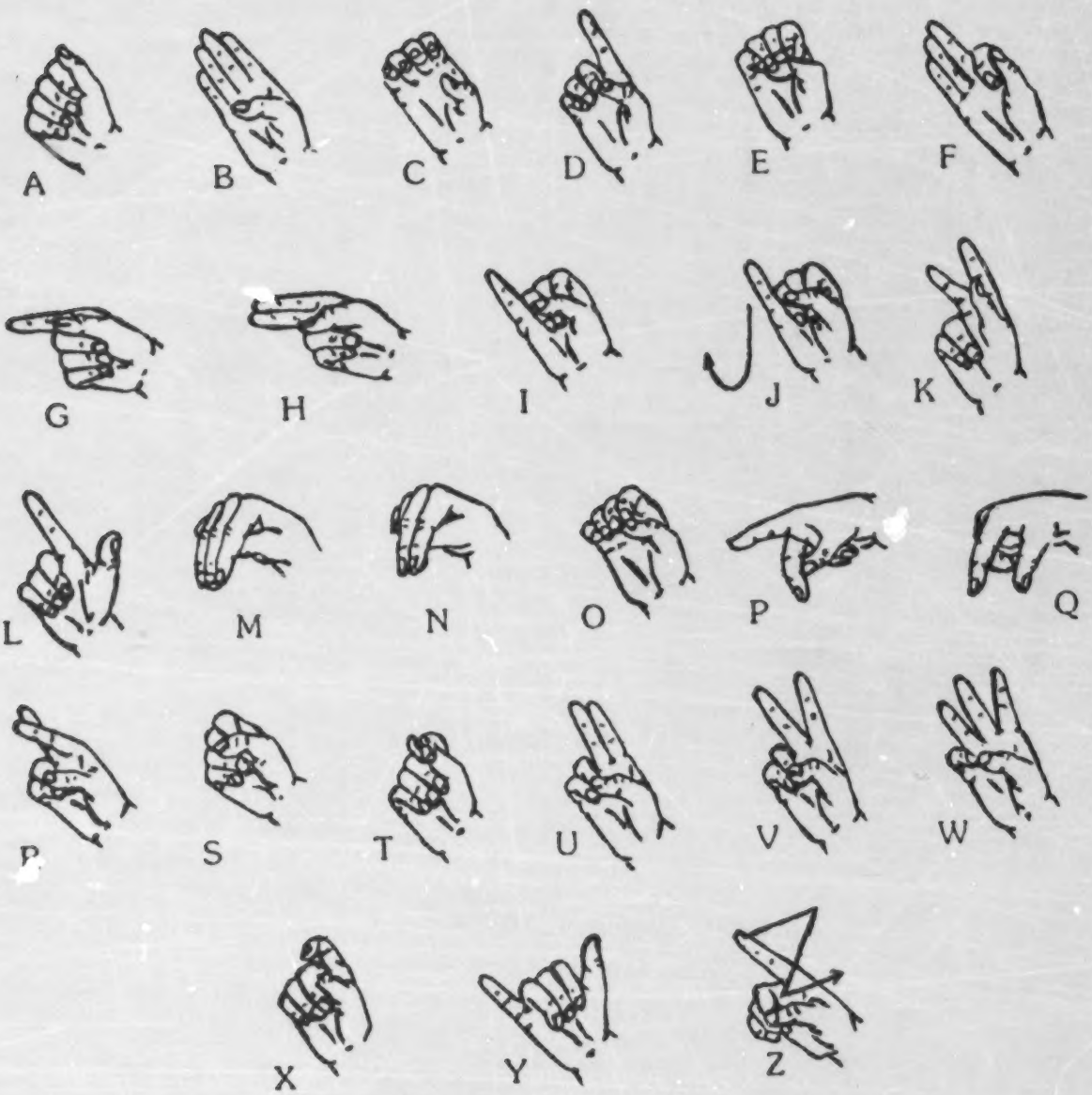
FUNCTIONAL EVALUATION FORM

Scale: Normal Function = 4 Fair Function = 3 Poor Function = 2 Weak Function = 1		Strength	Range of Motion	Reaction Time	Endurance	Coordination Accuracy	Remarks
Right Arm	Upper Arm						
	Lower Arm						
	Hand						
Left Arm	Upper Arm						
	Lower Arm						
	Hand						
Right Leg	Upper Leg						
	Lower Leg						
	Foot						
Left Leg	Upper Leg						
	Lower Leg						
	Foot						
Head & Neck							
Trunk							
Visual Field	When head and neck are weak						
Summary:							

APPENDIX C

MANUAL ALPHABET USED BY THE DEAF IN NORTH AMERICA

Letters in the manual alphabet are always made with the palm facing the listener. Each letter should be made distinctly and separately.



Illustrations are taken from "Talk to the Deaf," Lottie L. Riekehof.

Illustrations for the following signs are from "A Basic Course in Manual Communication," Terrence J. O'Rourke, National Association for the Deaf. Portions of the descriptions are from "The Joy of Signing," Lottie L. Riekehof, Gospel Publishing House.

GOOD

Touch the lips with the fingers of the right hand and then move the right hand forward, placing it (palm up) in the palm of the left hand.

STAY

Place the thumb of the right "A" on the thumbnail of the left "A" and push downward slightly.

SLOW

Stroke down the back of the left hand slowly with the right hand.

YES

Hold the "S" hand before you, palm facing out, and bend the wrist forward. Repeat motion for emphasis.

STOP

Bring the little finger side of the right open hand down sharply to a position across the left open palm (indicating a barrier).

GO

Rotate index fingers around each other as they move forward (palms toward self).

NO

Make an abbreviated "N" and "O" by bringing the index, middle finger, and thumb together in one motion.

For additional material on signing and total communication, contact your local SETRC office.

APPENDIX D

DEFINITION OF COMMONLY USED TERMS WHICH RELATE TO HANDICAPPING CONDITIONS

Drivers are not expected to learn all definitions. They are provided for orientation and may be used as a reference.

Achondroplasia	Inadequate bone formation resulting in dwarfism.
Amputee	A person who suffered the loss of a limb due to surgery, accident, or build defect.
Arthritis	A chronic disease of the joints.
Ataxia	Loss of coordinate movement/position sense due to faulty function in lower part of brain.
Athetosis	Repetitive, involuntary movements, due to brain damage impossible to control with treatment.
Bilateral	On both sides.
Cerebral Palsy	A complex handicap with variations resulting from brain damage. Its manifestations are poor muscle control and paralysis.
Congenital	Existing at birth; as a congenital deformity.
Cord Lesion	A disease or injury to the spinal cord.
Disability	A physical limitation.
Dysautonomia	A genetic disease affecting the autonomic nervous system.
Dysfunction	The prefix "Dys" means difficult.
Dystonia Musculorum Deformans	A rare chronic disease marked by involuntary, irregular contortions of the muscles of the trunk and extremities. The symptoms appear chiefly during walking, at which time the contortions twist the body forward and sideways in a grotesque fashion.
Encephalitis	A group of infectious diseases of the central nervous system, characterized by inflammation of the brain tissues.
Epilepsy	Irregular electrical discharge of the brain causing temporary lapse of consciousness known as a seizure; most often controlled with medication.
Erb's Palsy (or paralysis)	Paralysis of a group of muscles of the shoulder and the upper arm. Arm hangs limp, hand rotates inward, and normal movements are lost.
Extremity	Arm or leg.
Friedrich's Ataxia	Progressive paralysis of lower limbs. Symptoms depend upon the area(s) of nervous system involved.
Handicap - Acquired	Handicap acquired following illness or accident.
Handicap - Congenital	Handicap present at birth.

Handicap - Plateau	Leveling off, in a normally progressive handicap, which may last briefly or for a long time.
Handicap - Progressive	A handicap which, by diagnosis, is expected to get worse.
Handicap - Regression	Function in a handicapped person which slips backward temporarily or permanently.
Handicap - Static	Handicap not expected to worsen or improve.
Hemiparesis	Partial paralysis of one side of the body.
Hemiplegia	Complete paralysis of one side of the body caused by damage to opposite side of brain.
Hydrocephalus	Condition characterized by abnormal accumulation of fluid in the cranial vault, accompanied by enlargement of the head, prominence of the forehead, atrophy of the brain, mental weakness and convulsion.
Hypotonia	A condition of abnormally diminished tone, tension or activity of the muscle.
Involuntary	Loss of control.
Involvement	Professional jargon meaning a body part which is not functioning normally.
Legg-Perthes	A disease of one or more of the growth centers in children which begins as a degeneration followed by regeneration or recalcification. Usually affects the upper thigh.
Lesion level	The area of the spinal cord that has been injured or become diseased. The type of disability the patient has depends upon the lesion level.
Little's Disease	A general term for all forms of cerebral spastic diplegia.
Multiple Sclerosis	Deterioration of the brain or spinal cord, weakness in coordination, strong jerking movement of arms and legs, euphoria, scanning speech - may last for many years. The disease is progressive and there is no known cure.
Muscular Dystrophy	A progressive disease of muscular tissue resulting in diminished strength.
Myelomeningocele	Spina Bifida with a portion of the spinal cord and covering membranes protruding to the surface of the skin.
Necrosis	Death of a circumscribed portion of tissue.
Neurologist	Specialist who treats dysfunction in the central nervous system.
Osteogenesis Imperfecta	A congenital inherited bone disorder resulting in recurring fractures.
Paralysis	Loss or impairment of motor functions in a part due to lesion of the neural or muscular mechanism.
Paraparesis	Partial paralysis of legs such as might be caused by polio.
Paraplegia	Total paralysis of legs due to a spinal cord or brain injury. Often bladder and bowel control are affected, but not always.
Perthes' Disease	A condition resulting in transient destructive changes in the bone at head of femur with possible resulting deformity.

Physical Therapy	A treatment plan prescribed by a doctor and directed toward the development of muscle power and skill.
Physiatrist	A doctor trained in the methods of physical medicine and rehabilitation.
Prosthesis	A biomechanical device fitted to the human body to replace a part that is missing due to disease, trauma, or congenital malfunction. When referring to the extremities, a prosthetic may be termed an "artificial limb."
Prosthetics	The art-science which encompasses the fabrication and fitting of artificial limbs.
Quadriparesis	Complete paralysis of the body below the arms and some dysfunction in arms/hands short of paralysis.
Quadriplegia	Complete paralysis below the neck, involving all four extremities.
Range of Motion	How a body joint rotates, flexes (bends) or extends in relation to the normal.
Rehabilitation	The treatment of and retraining of a disabled individual.
Rheumatoid Arthritis	A systemic disorder of unknown cause in which symptoms and inflammatory change predominate in articular and other related structures. This is also marked by atrophy and rarefaction of the bones. The disease tends to be chronic and to produce characteristic crippling deformities. The disease tends to affect larger joints with resultant change in growth and development.
Short braces	From the knee or even below to the shoe.
Sling	A support: for example an arm sling.
Spasm	A sudden involuntary muscle contraction.
Spastic	Increased tension of the muscle produced by spasm.
Spastic Hemiplegia	Hemiplegia with spasms and atrophy, usually infantile.
Spastic Paraplegia (infantile)	Spastic paralysis occurring in early childhood and due to injuries in birth, cerebral hemorrhage before birth or abnormal development of the brain.
Spina Bifida	A congenital defect of the spine, involving a failure of development of the bony spinous processes. May be associated with a meningomyelocele. The deficit in the body structure of the spinal column allows the cord and protective fluid to herniate out through the opening, causing complete or partial paralysis below the site.
Upper Extremity	The arm.
Urinary	Pertaining to the bladder or discharge of urine.

NOTE: Commonly hemiplegia, paraplegia and quadriplegia are misused and should be hemiparesis, paraparesis, or quadriparesis if some function remains; - plegia if no function remains.

APPENDIX E

SPECIAL EDUCATION TRAINING AND RESOURCE CENTERS (SETRC)

The Office for Education of Children with Handicapping Conditions administers and supports a network of 51 State Training Centers. These centers, called Special Education Training and Resource Centers, are located in BOCES, at one university and in large city school districts throughout New York State. They are local contact points for the dissemination of publications and information about training and services available to parents and personnel involved in the education of the handicapped.

The following list is provided for you to identify the Special Education Training and Resource Centers in your area.

Albany-Schenectady-Schoharie BOCES SETRC
Maywood Elementary School
1979 Central Avenue
Albany, NY 12205
(518) 456-9069

Allegany County BOCES SETRC
c/o Learning Diagnostic Center
33 Willetts Avenue
Belmont, NY 14813
(716) 268-7652

Broome-Delaware-Tioga BOCES SETRC
P.O. Box 1450
Upper Glenwood Road
Binghamton, NY 13902
(607) 729-9301 Ext. 362

Buffalo City SETRC
School #75
99 Monroe Street
Buffalo, NY 14206
(716) 856-5595

Cattaraugus-Erie-Wyoming BOCES SETRC
Windfall Road
Olean, NY 14760
(716) 372-8293

Cayuga County BOCES SETRC
234 South Street Road
Auburn, NY 13021
(315) 253-0361 Ext. 52

Chautauqua County BOCES SETRC
9520 Fredonia Stockton Road
Fredonia, NY 14063
(716) 672-4371 Ext. 278

Clinton-Essex-Warren-Washington BOCES SETRC
Box 455
Plattsburgh, NY 12901
(518) 561-0100

Cortland-Madison BOCES SETRC
McEvoy Education Center
Clinton Avenue Extension
Cortland, NY 13045
(607) 753-9301

SUNY at Binghamton SETRC
Delaware-Chenango BOCES Service Area
Vestal Parkway
Binghamton, NY 13901
(607) 798-6681

Dutchess County BOCES SETRC
R.D. #1, Salt Point Turnpike
Poughkeepsie, NY 12601
(914) 471-9200 Ext. 42

Erie #1 & Erie #2-Cattaraugus BOCES SETRC
4071 Hardt Road
Eden, NY 14057
(716) 992-3413

Franklin-Essex-Hamilton BOCES SETRC
Box 28
North Franklin Education Center
Malone, NY 12953
(518) 483-1390

Genesee-Wyoming BOCES SETRC
8250 State Street Road
Batavia, NY 14020
(716) 343-1400

Greene-Delaware-Schoharie-Otsego BOCES SETRC
Rexmere Park
Stamford, NY 12167
(607) 652-7531

Hamilton-Fulton-Montgomery BOCES SETRC
FMCC Route 67
Johnstown, NY 12095
(518) 762-7754

Herkimer-Fulton-Hamilton-Otsego BOCES SETRC
Gros Boulevard
Herkimer, NY 13350
(315) 866-6040

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES SETRC
Case Junior High School - Room 117
Washington Street
Watertown, NY 13601
(315) 782-9929

Livingston-Steuben-Wyoming BOCES SETRC
Holcomb School
Geneseo, NY 14454
(716) 243-5470

Madison-Oneida BOCES SETRC
Spring Road
Verona, NY 13478
(315) 363-8000

Monroe #1 BOCES SETRC
705 Plank Road
Spencerport, NY 14526
(716) 671-8614

Monroe #2-Orleans BOCES SETRC
3599 Big Ridge Road
Spencerport, NY 14559
(716) 352-2443

Nassau County BOCES SETRC
Rosemary Kennedy Center
2850 North Jerusalem Road
Wantagh, NY 11793
(516) 781-4044 Ext. 270

NEW YORK CITY SETRC'S:

New York City SETRC
400 First Avenue - 7th Floor
New York, NY 10010
(212) 686-6120

4011 Monticello Avenue
P.S. 68
Bronx, NY 10466
(212) 325-7231

990 DeKalb Avenue
Brooklyn, NY 11221
(212) 443-6083

Edward R. Murrow High School
1600 Avenue L
Brooklyn, NY 11230
(212) 258-0188

Kissena School
65-11 155th Street
Flushing, NY 11367
(212) 359-7107

Occupational Training Center
155 Thompkins Avenue
Staten Island, NY 10301
(212) 273-7800

Oneida-Madison-Herkimer BOCES SETRC
Box 70 - Middle Settlement Road
New Hartford, NY 13413
(315) 792-4605, 792-4614

Onondaga-Madison BOCES SETRC
6820 Thompson Road
Syracuse, NY 13211
(315) 437-0248

Ontario-Seneca-Yates-Cayuga-Wayne BOCES SETRC
Finger Lakes Educational Center
3501 County Route 20
Stanley, NY 14561
(716) 526-6042

Orange-Ulster BOCES SETRC
Gibson Road
Goshen, NY 10924
(914) 294-5431

Orleans-Niagara BOCES SETRC
4124 Saunders Settlement Road
Sanborn, NY 14132
(716) 731-4145 Ext. 33

Oswego BOCES SETRC
P.O. Box 488, County Route 64
Mexico, NY 13114
(315) 963-3094

Rensselaer-Columbia-Greene BOCES SETRC
1562 Columbia Turnpike
Castleton, NY 12033
(518) 477-8741

City of Rochester SETRC
Central Administrative Offices
131 Broad Street West
Rochester, NY 14608
(716) 325-4560 Ext. 2710

Rockland County BOCES SETRC
61 Parrott Road
West Nyack, NY 10994
(914) 623-3828 Ext. 266

St. Lawrence BOCES SETRC
Potsdam C.S. Red Annex
Leroy Street
Potsdam, NY 13676
(315) 265-8116

Saratoga-Warren BOCES SETRC
Meyers Education Center
Henning Road
Saratoga Springs, NY 12866
(518) 584-3239

Schuyler-Chemung-Tioga BOCES SETRC
431 Philo Road
Elmira, NY 14903
(607) 739-3581 Ext. 223

Steuben-Allegany BOCES SETRC
6666 Babcock Hollow Road
Bath, NY 14810
(Mailing Address:
Wildwood Campus-Building #3
North Main Street Extension
Hornell, NY 14843)
(607) 324-5893

Suffolk #2 BOCES SETRC
Greene Avenue School
Greene Avenue
Sayville, NY 11782
(516) 567-1121

Sullivan County BOCES SETRC
Ferndale Loomis Road
Box 391
Liberty, NY 12754
(914) 292-7500

Syracuse City SETRC
Percy Hughes School
345 Jamesville Avenue
Syracuse, NY 13210
(315) 425-4685

Tompkins-Seneca-Tioga BOCES SETRC
555 South Warren Road
Ithaca, NY 14850
(607) 257-1551 Ext. 276

Ulster County BOCES SETRC
175 Route 32 North
New Paltz, NY 12561
(914) 255-1402

Washington-Warren-Hamilton-Essex BOCES SETRC
Special Education Building
Dix Avenue
Hudson Falls, NY 12839
(518) 793-7721 Ext. 219

Westchester-Putnam BOCES #1 SETRC
Pinesbridge Road
Yorktown Heights, NY 10598
(914) 245-1050 Ext. 245

Westchester BOCES #2 SETRC
Learning Resource Center
Concord Road
Ardsley, NY 10502
(914) 693-7576

Yonkers City SETRC
School #32
Dexter Road
Yonkers, NY 10701
(914) 963-0592

Coordinating Office:

New York State Education Department
Office for Education of Children with Handicapping Conditions
Division of Development Support Services
Bureau of Program Development
Albany, NY 12234
(518) 474-8917 or 2251

APPENDIX F

Excerpts from the Buckley Amendment Regulations
Privacy Rights of Parents and Students
(34 Code of Federal Regulations Part 99)

Reg. 99.31 Prior consent for disclosure not required.

(a) An educational agency or institution may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student if the disclosure is:

(1) To other school officials, including teachers, within the educational institution or local educational agency who have been determined by the agency or institution to have legitimate educational interests;

(2) To officials of another school or school system in which the student seeks or intends to enroll, subject to the requirements set forth in Reg. 99.34;

(3) Subject to the conditions set forth in Reg. 99.35, to authorized representatives of:

(i) The Comptroller General of the United States,

(ii) The Secretary,

(iii) The Commissioner, the Director of the National Institute of Education, or the Assistant Secretary for Education, or

(iv) State educational authorities;

(4) In connection with financial aid for which a student has applied or which a student has received; **Provided,** That personally identifiable information from the education records of the students may be disclosed only as may be necessary for such purposes as:

(i) To determine the eligibility of the student for financial aid,

(ii) To determine the amount of the financial aid,

(iii) To determine the conditions which will be imposed regarding the financial aid, or

(iv) To enforce the terms or conditions of the financial aid;

(5) To State and local officials or authorities to whom information is specifically required to be reported or disclosed pursuant to State statute adopted prior to November 19, 1974. This subparagraph applies only to statutes which require that specific information be disclosed to State or local officials and does not apply to statutes which permit but do not require disclosure. Nothing in this paragraph shall prevent a State from further limiting the number or type of State or local officials to whom disclosures are made under this subparagraph;

(6) To organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction; **Provided,** That the studies are conducted in a manner which will not permit the personal identification of students and their parents by individuals other than representatives of the organization and the information will be destroyed when no longer needed for the purposes for which the study was conducted; the term "organizations" includes, but is not limited to, Federal, State and local agencies, and independent organizations;

(7) To accrediting organizations in order to carry out their accrediting functions;

(8) To parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1954;

(9) To comply with a judicial order or lawfully issued subpoena; **Provided,** That the educational agency or institution makes a reasonable effort to notify the parent of the student or the eligible student of the order or subpoena in advance of compliance therewith; and

(10) To appropriate parties in a health or safety emergency subject to the conditions set forth in Reg. 99.36.

(b) This section shall not be construed to require or preclude disclosure of any personally identifiable information from the education records of a student by an educational agency or institution to the parties set forth in paragraph (a) of this section.

(20 U.S.C. 1232g(b)(1))

Reg. 99.36 Conditions for disclosure in health and safety emergencies.

(a) An educational agency or institution may disclose personally identifiable information from the education records of a student to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

(b) The factors to be taken into account in determining whether personally identifiable information from the education records of a student may be disclosed under this section shall include the following:

(1) The seriousness of the threat to the health or safety of the students or other individuals;

(2) The need for the information to meet the emergency;

(3) Whether the parties to whom the information is disclosed are in a position to deal with the emergency; and

(4) The extent to which time is of the essence in dealing with the emergency.

(c) Paragraph (a) of this section shall be strictly construed.

(20 U.S.C. 1232g(b)(1)(I))

APPENDIX G

ADDITIONAL ORGANIZATIONS

Pamphlets and other materials about disabilities are available from many local, statewide, and national organizations. A few are listed here, but your special education staff, community contacts, and even your telephone directory will lead you to many more.

National Institute of Mental Health
Division of Scientific & Public Information
5600 Fishers Lane - Room 11A21
Rockville, MD 20857
(Learning Disabilities)

National Multiple Sclerosis Society
205 East 42nd Street
New York, NY 10017

National Technical Institute for the Deaf
Rochester Institute of Technology
One Lomb Memorial Drive
Rochester, NY 14623

The New York League for the Hard of Hearing
71 West 23rd Street
New York, NY 10010

New York Lighthouse for the Blind
111 East 59th Street
New York, NY 10022

NYS Education Department
Division for Education of Children with Handicapping Conditions
Education Building Annex
Albany, NY 12234
Your local SETRC (Special Education Training & Resource Center) is also a good source of materials and assistance in mainstreaming. (Appendix E)

NYS Department of Social Services
Commission for the Blind & Visually Handicapped
488 Broadway
Albany, NY 12243

NYS Office of Advocate for the Disabled
Empire State Plaza - Agency Building 2
Albany, NY 12223

NYS Office of Mental Retardation and Developmental Disabilities (OMR/DD)
44 Holland Avenue
Albany, NY 12229

New York Association for Learning Disabled
217 Lark Street
Albany, NY 12207

Rehabfilm, International Rehabilitation Film Review Library
20 West 40th Street
New York, NY 10018
Collection of films may be rented or purchased. Write for film catalog, review catalog and Rehabfilm newsletter.

The Seeing Eye, Inc.
Morristown, NJ 07960

Special Citizens Futures Unlimited, Inc.
823 United Nations Plaza
New York, NY 10017
(Autism)

United Cerebral Palsy Association, Inc.
66 East 34th Street
New York, NY 10016

Alexander Graham Bell Association for the Deaf
3417 Volta Place N.W.
Washington, DC 20007

American Foundation for the Blind
15 West 16th Street
New York, NY 10001

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, KY 40200

American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852

Center on Human Policy
Syracuse University
216 Ostrom Avenue
Syracuse, NY 13210
An advocacy and research organization. Write for listing of publications and slide shows.

NYS Association for Retarded Children
175 Fifth Avenue
New York, NY 10010

NYS Society for Autistic Children
275 State Street
Albany, NY 12210

NYS Epilepsy Association
11 Broadway - Suite 1157
New York, NY 10004

NYS Office of Mental Health
44 Holland Avenue
Albany, NY 12229

NYS Office of Vocational Rehabilitation
Twin Towers - 99 Washington Avenue
Albany, NY 12230

The Orton Society, Inc.
8415 Bellona Lane - Suite 113
Towson, MD 21204
(Learning Disabilities)

Perkins School for the Blind
175 North Beacon Street
Watertown, MA 02172

President's Committee on Employment of the Handicapped
Washington, DC 20210

President's Committee on Mental Retardation
330 Independence Avenue, S.W.
Washington, DC 20201

Public Affairs Pamphlets
381 Park Avenue South
New York, NY 10016

Public Service Programs
Gallaudet College
Washington, DC 20002

Joseph P. Kennedy Foundation
1701 K Street, N.W. - Suite 203
Washington, DC 20006
(Mentally Retarded - Special Olympics)

Mainstream, Inc.
1200 15th Street, N.W.
Washington, DC 20005
Conferences and information programs on affirmative action for disabled people. Toll free hotline, (800) 424-8089. Concentrates on Federal Laws affecting disabled people. Write for publications list and subscription info for "In the Mainstream," their monthly newsletter.

Muscular Dystrophy Association, Inc.
810 7th Avenue
New York, NY 10019

Consumer Information Center
Pueblo, CO 81009

Epilepsy Foundation of America
1828 L Street N.W.
Washington, DC 20036

Disability Information Center
University of Southern Maine
246 Deering Avenue
Portland, ME 04102
An extensive collection of publications gathered in a literature search on the needs of disabled people. Write for info on bibliography, "The Disabled & Related Needs Areas" and film index, "Disability Attitudes."

Division of Developmental Disabilities
Office of Human Development
Department of Health & Human Services
Washington, DC 20201

Handicapped Learner Materials Distribution Center
Audiovisual Center, Indiana
Indiana University
Bloomington, IN 47405
Films, kits, games & adaptive devices may be borrowed. Write for eligibility requirements and materials catalog.

National Association of the Physically Handicapped
6473 Grandville Avenue
Detroit, MI 48228

National Association for Retarded Citizens
2709 Avenue "E" East
Arlington, TX 76011

National Blindness Information Center
(National Federation of the Blind)
1346 Connecticut Avenue N.W.
Washington, DC 20036

National Congress of Organizations for the Physically Handicapped
7611 Oakland Avenue
Minneapolis, MN 55423

National Association for Children with Learning Disabilities
Literary Depository
4156 Library Road
Pittsburgh, PA 15234

National Association for the Deaf
814 Thayer Avenue
Silver Springs, MD 20910

National Foundation, March of Dimes
Box 2000
White Plains, NY 10602

National Easter Seal Society
2023 West Ogden Avenue
Chicago, IL 60612

APPENDIX H

AUDIOVISUAL MATERIALS

This is a partial list of available materials; undoubtedly there are many other audiovisual materials available that would be equally useful. Contact your local SETRC facility for the availability of other films, filmstrips, video or workshop materials.

When requesting films, please list a first and alternate choice for reservation dates. The earlier you request materials, the greater your opportunity to receive your first choice. Request all reservations by letter on school stationery.

Group I The materials in Group I are available from:

New York State Education Department
School Bus Driver Training for Drivers Transporting
Children With Handicapping Conditions Project
Bureau of Educational Management Services
Cultural Education Center, Room 3059
Albany, New York 12230

16mm Films

1. Title: "Lifeline to Learning"
   Description: Stresses the importance of the special relationships which should exist between the driver and the passenger with handicaps, their parents and their teachers. See also: "Problems in Transporting the Handicapped."
   Running time: 27 minutes
   Producer: VISUCOM, P.O. Box 3563, Stamford, CA 94305

2. Title: "Problems in Transporting the Handicapped"
   Description: Directed toward school bus drivers but graphically illustrates key aspects of transporting students with different types of handicaps - good resource, discussion material.
   Producer: VISUCOM, P.O. Box 5472, Redwood City, CA 94063

3. Title: "School Bus Driving: Special Education Transportation"
   Description: Demonstrates techniques and equipment used in transporting children with handicaps. Also portrays the special talents and attitudes needed for this demanding task.
   Running time: 13.5 minutes
   Producer: AIMS Instructional Media Services, Inc., 626 Justin Avenue, Glendale, CA 91604

4. Title: "Ride a Mile in My Seat"
   Description: Film attempts to modify school bus rider attitudes by showing them what it is like to drive a school bus. Good discussion material.
   Producer: VISUCOM, P.O. Box 5472, Redwood City, CA 94063

5. Title: "Death Zones"
   Description: Dramatically and effectively aimed at making students aware of the areas around the bus (death zones) that school bus drivers cannot see.
   Running time: 21 minutes
   Producer: Seven Oaks Productions, 8811 Gatehouse Road, Silver Spring, Maryland 20910

6. Title: "School Bus Emergencies and Evacuation Procedures"
   Description: Basic procedures for evacuating the school bus—clearly illustrated in detail.
   Producer: AIMS Instructional Materials Inc., 626 Justin Avenue, Glendale, CA 91201

7. Title: "Be Tops"
   Description: Based around the symbol of a poor attitude, Boomer the Crash Creature, who becomes a boy walking to the bus stop, riding the bus. Too long, too cute—but good basis for discussion.
   Producer: NYS Education Department, Bureau of Educational Management Services, Room 3059, Cultural Education Center, Albany, NY 12230

8. Title: "School Bus Loading and Unloading"
   Description: Suggests good procedures to protect passengers waiting to board the bus and at the point of leaving the bus. Also a section demonstrating the correct way to cross the street.
   Running time: 11 minutes
   Producer: AIMS Instructional Media Services Inc., 626 Justin Avenue, Glendale, CA 91604

Group II These materials are from sources other than the School Bus Driver Training Program. Kindly contact sources listed for availability and possible costs.

Materials Related to Mild Mental Handicaps

1. Title: "Early Recognition of Learning Disabilities"
   Description: Shows the perceptual, conceptual, and coordinative problems of children who are victims of the hard-to-define affliction called minimal brain dysfunction.
   Running time: 30 minutes (16mm film)
   Producer: National Medical Audiovisual Center, 2111 Plaster Ridge Road, Atlanta, GA 30324

2. Title: "If A Boy Can't Learn"
   Description: A 17-year old learning disabled high school student is given a series of tests to determine why he cannot learn. These tests are not restricted to written tests but also include physical and oral tests. The test results indicate what techniques should be used to help Mike learn.

   The film follows Mike's progress under the new techniques. The film emphasizes that if children do not learn in the traditional way, this does not mean they are not capable of learning.
   Running time: 40 minutes (16mm film)
   Producer: Lawren Productions, Inc., P.O. Box 1542, Burlingame, CA 94010

3. Title: "Intellectual Disabilities: A Series"
Description: Explains mental retardation and how to spot symptomatic behavior in the young child. Discusses treatment and the various programs available. Includes:

Educational Help	53 frames
Five Types of Services	54 frames
Mental Retardation Is	61 frames
Parental Involvement	56 frames
Recognizing the Sypmtoms	52 frames

Running time: Filmstrip with record or cassette.
Producer: Parent's Magazine Films, Inc., 52 Vanderbilt Avenue, New York, NY 10017

4. Title: "Invisible Handicaps"
Running time: 60 minutes (16mm film)
Producer: CBS News Production. Carousel Film, Inc., 1501 Broadway, New York, NY 10036

5. Title: "Mental Retardation, Part 2"
Description: Deals with the needs and most recent breakthroughs in the training, education, and habilitation of the moderately, mild and borderline groups of mentally retarded. Special education facilities, sheltered workshop, and work adjustment services are featured.
Running time: 29 minutes (16mm film)
Producer: University of Wisconsin, Bureau of Audiovisual Instruction, 440 Henry Mall, P.O. 2093, Madison, WI 53701

Materials Related to Sensory Handicaps

1. Title: "Silent World, Muffled World"
Description: Relates the difficulties of speech, education, and normal living for the deafened, and shows new methods of education and rehabilitation. Uses animation to explain mechanics of hearing and types of impairment. Narrated by Gregory Peck.
Running time: 28 minutes (16mm film)
Producer: U.S. National Audiovisual Center, General Services Administration, Washington, DC 20409

Materials Related to Physical Handicaps

1. Title: "A Guide to Wheelchair Transfer Techniques"
Description: Illustrates how to execute sitting and standing transfers from wheelchair to bed, bed to wheelchair, wheelchair to chair, and wheelchair to car. (Filmstrip and record.)
Producer: Sister Kenny Institute, 1800 Chicago Avenue, Minneapolis, MN 55404

2. Title: "The Hemiparetic Patient: In and Out of Car (Patient Walking with Cane)"
   Description: Demonstrates the use of a cane in entering and leaving a car.
   Running time: Three minutes (16mm film)
   Producer: U.S. National Audiovisual Center, General Services Administration, Washington, DC 20409

3. Title: "The Hemiparetic Patient: Transfer from Wheelchair to Car and Reverse"
   Description: Demonstrates the transfer of a hemiparetic patient between wheelchair and car.
   Running time: Four minutes (16mm film)
   Producer: U.S. National Audiovisual Center, General Services Administration, Washington, DC 20409

4. Title: "Paraplegic Patient Education: The Effects of Spinal Cord Injury"
   Description: Cites causes of spinal injuries, discusses the effect these injuries have on the individual and points out how to become as independent as possible.
   Running time: Eight minutes (16mm film)
   Producer: U.S. National Audiovisual Center, General Services Administration, Washington, DC 20409

5. Title: "The Paraplegic Patient: In and Out of Car (Patient Using Crutches and Wearing Braces)"
   Description: Demonstrates the use of crutches and braces by paraplegics in moving in and out of a car.
   Running time: Five minutes (16mm film)
   Producer: U.S. National Audiovisual Center, General Services Administration, Washington, DC 20409

6. Title: "Physical Disabilities: A Series"
   Description: Explains the causes and symptoms of the various types of physical handicaps, the problems such disabilities can bring and how caregivers can help physically handicapped children adapt to and function in their world with the help of treatment and rehabilitation programs. Includes:

Diagnosis and Treatment	55 frames
Special Problems	59 frames
Support Services	56 frames
Three Different Kinds	61 frames
What Can We Do	56 frames

   Running time: Filmstrip and record
   Producer: Parent's Magazine Films, Inc., 52 Vanderbilt Avenue, New York, NY 10017

7. Title: "Transfers, Part 2: Sitting Transfers"
Description: Gives procedures for sitting transfer for patients who are unable to stand, such as: those with paraplegia or bilateral lower extremity amputations. From "The Nursing Techniques for Long-Term Care" series.
Running time: Slides and script
Producer: Sister Kenny Institute, 1800 Chicago Avenue, Minneapolis, MN 55404

8. Title: "Wheelchair Transfers for the Paraplegic"
Description: Explains and demonstrates three transfer techniques for the paraplegic patient: frontwards, sidewards with removable arm rests on the wheelchair, and sidewards without removable arm rests. Demonstrates the spotting techniques for the therapist.
Running time: Seven minutes (16mm film)
Producer: U.S. National Audiovisual Center, General Services Administration, Washington, DC 20409

Behavior Management

1. Title: "The Behavior Factor"
Description: Presents practical techniques in managing pupil behavior on special education buses and provides "safe simple ways to control dangerous or aggressive behavior." A driver's manual of behavior management strategies is included.
Running time: 22 minutes (16mm film) Sale.
Producer: Parker Productions, Inc., P.O. Box 1476; San Mateo, CA 94401

2. Title: "Behavior Modification in the Classroom"
Description: Film introduces behavior modification through a brief description of the learning theory basic to the technique. Presents three specific problems in actual classroom situations. Demonstrates the training of teachers in behavior modification and teacher application to the problems presented in the film. Filmed in Santa Clara Unified School District, California.
Running time: 28 minutes
Producer: University of California Extension Media Center

3. Title: "Can I Come Back Tomorrow?"
Description: Shows classroom management and teaching techniques with educationally handicapped students in one of the classrooms in the Learning and Behavior Problems Project at California State College, Los Angeles.
Running time: 30 minutes
Producer: California State College

4. Title: "Child Behavior = You"
Description: The intent of this humorous, animated film from National Film Board of Canada is to make relatively strong points about desirable and undesirable child-parent (or teacher) behavior response patterns without offending or threatening the audience. The adult as a behavior model and agent for influencing and conditioning child behavior is illustrated effectively. Teacher's guide accompanies the film.
Running time: 15 minutes
Producer: Benchmark

5. Title: "Behavior Modification"
   Description: Behavior modification, educational techniques and behavior objectives.
   Running time: Cassette tape, in-service packet
   Producer: The University of Wisconsin, 1327 University Avenue, P.O. Box 2093, Madison, WI 53701

6. Title: "Behavior Modification In-Service Training Program"
   Description: Behavior modification.
   Running time: Slides, transparencies
   Producer: Behavior Modification Technology, Libertyville, IL

7. Title: "Behavior Modification Skills Units 1-5"
   Description: Behavior modification, observation and classroom management.
   Running time: Tape cassette, slides, manual
   Producer: Research Media, Inc., 14 Midland Avenue, Hicksville, NY 11801

8. Title: "The Engineered Learning Project"
   Description: Behavior modification and educational techniques.
   Running time: Cassettes, filmstrips, manuals
   Producer: University of Oregon, 1472 Kenwood, Eugene, OR 17401

General

1. Title: "The Attitude Factor"
   Description: Examination of bus driver attitudes and how they affect driver performance.
   Running time: 22 minutes (16mm film) Sale.
   Producer: Parker Productions, Inc., P.O. Box 1476, San Mateo, CA 94401

2. Title: "Are You Ready?"
   Description: Covers the importance of school bus evacuation. Shows drivers and students what to do when specific accidents occur.
   Running time: 18 minutes (16mm film) Sale.
   Producer: Seven Oaks Productions, 9145 Sligo Creek Parkway, Silver Springs, MD 20901

Other

1. Title: "Emergency School Bus Evacuation"
   Description: Clearly shows three basic procedures for emergency evacuation of a school bus. Well done.
   Running time: 12 minutes
   Producer: AAA Foundation for Traffic Safety, 8111 Gatehouse Road, Falls Church, VA 22042

Filmstrips

1. Three Filmstrips (with cassettes) in a kit: "School Bus Safety" - for the Primary Grades

   Filmstrip #1
   Title: "Walking to the Bus Stop"
   Description: Filmstrip shows all the dangers of walking to the bus stop and the rules that, if followed, will protect a child.

Filmstrip #2
Title: "Riding the Bus"
Description: Theme is riding the school bus safely—to behave is to act grown up. Evacuation procedures are clearly illustrated.

Filmstrip #3
Title: "Administrator's Responsibilities for School Bus Safety"
Producer: Centron Films, 1621 West 9th Street, Box 687, Lawrence, KS 66044

2. Two Filmstrips (with cassettes) in a kit: "School Bus Safety"

Filmstrip #1
Title: "Safety to and from the Bus Stop"
Description: Covers proper dress, safe walking, street crossing procedures, safe behavior at the bus stop and safe procedures for crossing in front of the school bus.

Filmstrip #2
Title: "Safety and Courtesy on the School Bus"
Description: Filmstrip purpose is to motivate students to behave in a safe, courteous manner while riding the school bus.
Producer: Centron Films, 1621 West 9th Street, Box 687, Lawrence, KS, 66044

APPENDIX I

SENSITIVITY SUGGESTIONS AND ACTIVITIES

The suggestions and activities that follow may be used to expand the knowledge transportation personnel have regarding handicapping conditions and to increase awareness of everyday experiences that students with handicapping conditions may encounter. The material touches on some of the characteristics of students with handicaps but avoids labeling or categorizing.

Transportation personnel should feel free to use the talents of an individual with a handicap as a resource. They may serve as a co-trainer or as a guest speaker. This will add a great deal of insight into handicapping conditions.

Although there is a wealth of information about handicapping conditions, experiencing a handicapping condition through sensitivity and hands-on activities gives further insight into the daily life experiences of the students you and your drivers transport.

For your consideration:

- Set up your room to include sensitivity areas dealing with:
  - Physically handicapped
  - Visually handicapped
  - Mentally retarded
  - Learning disabled
  - Hearing impaired
  - Emotionally handicapped
  - Special concerns
- Provide individual and small group activities.
- Have equipment, materials and written directions ready before you start your presentation.
- Be sure to provide enough printed material so all participants will have their own copy.
- Have participants experience several different activities.

  Ask participants to discuss their feelings, emotions and attitudes at the conclusion of the activity.

1. **Activity:** I Need More Time
Materials: Paper, pencil
Suggestion: May be used as a group or individual activity.

Directions:

1. Select a leader for your small group.
2. The leader presents the following math problem to be completed within one minute. "Add" together six hundred forty-two, one thousand eight hundred twenty, ninety-six, eight thousand twelve, forty-two, forty-seven, two hundred ninety-three, ten thousand four, five hundred fifty-nine, seven hundred twenty-seven, eight thousand thirty-seven, four thousand nine hundred twelve and three hundred one.
3. Set the timer or check stopwatch.
4. Leader frequently reminds the group of the number of seconds left, i.e., "55 seconds left," "50 seconds left," etc.
5. Leader notifies group when time is up.
6. Follow up with a discussion:

   How did you feel about the time pressure?
   How did you feel about not being able to finish?
   How would you feel if all assignments were like this?

2. **Activity:** Say That Again
Materials: 8 1/2 x 11 papers, pencils
Suggestion: May be used as a group or individual activity.

Directions:

1. Select a leader to read the directions.
2. Distribute paper and pencils to participants.
3. Leader reads the following directions to the participants:
   - Fold this square piece of paper in two, along the diagonal.
   - You now have a triangle.
   - Mark a point on the diagonal 1/3 of the distance starting from the left angle, and another at the middle of the triangle's left side.
   - Fold the left angle along the line between the two points so that the left angle reaches toward the right side.
   - Now draw a point at the middle of the right side.
   - Draw another point at 1/3 of the diagonal starting from the angle of the right.
   - Draw a line between those two points and fold along the line you have just drawn.
   - In order to finish the cup, separate the two angles of paper at the top of the old triangle on each side of the cup.
   - Open the cup.
4. If group participants indicate confusion and ask for repetition of instructions, do so impatiently, frequently suggesting they should try to listen.
5. Follow up with discussion of how participants felt.

3. **Activity:** Storm Tossed Reading
Materials: Learning Disability Simulation Form
Suggestion: May be used as a group or individual activity.

Directions:

1. Read the story.
2. Reflect upon reading when few letters look similar, when big and little spaces are confused, when it is hard to stay on the proper line.

Learning Disability Simulation

Problem: Let us see what reading is like when few letters look similar, when big and little spaces are confused, and when it is hard to stay on the proper line.

Do you remember the story of the three billy boats? There was a big billy goat and a little one. When they wanted some nice grass, they would walk across the bridge to a field where the brasswas tall on the hillside. But buess who lived under the bridge! yes, it was a troll.

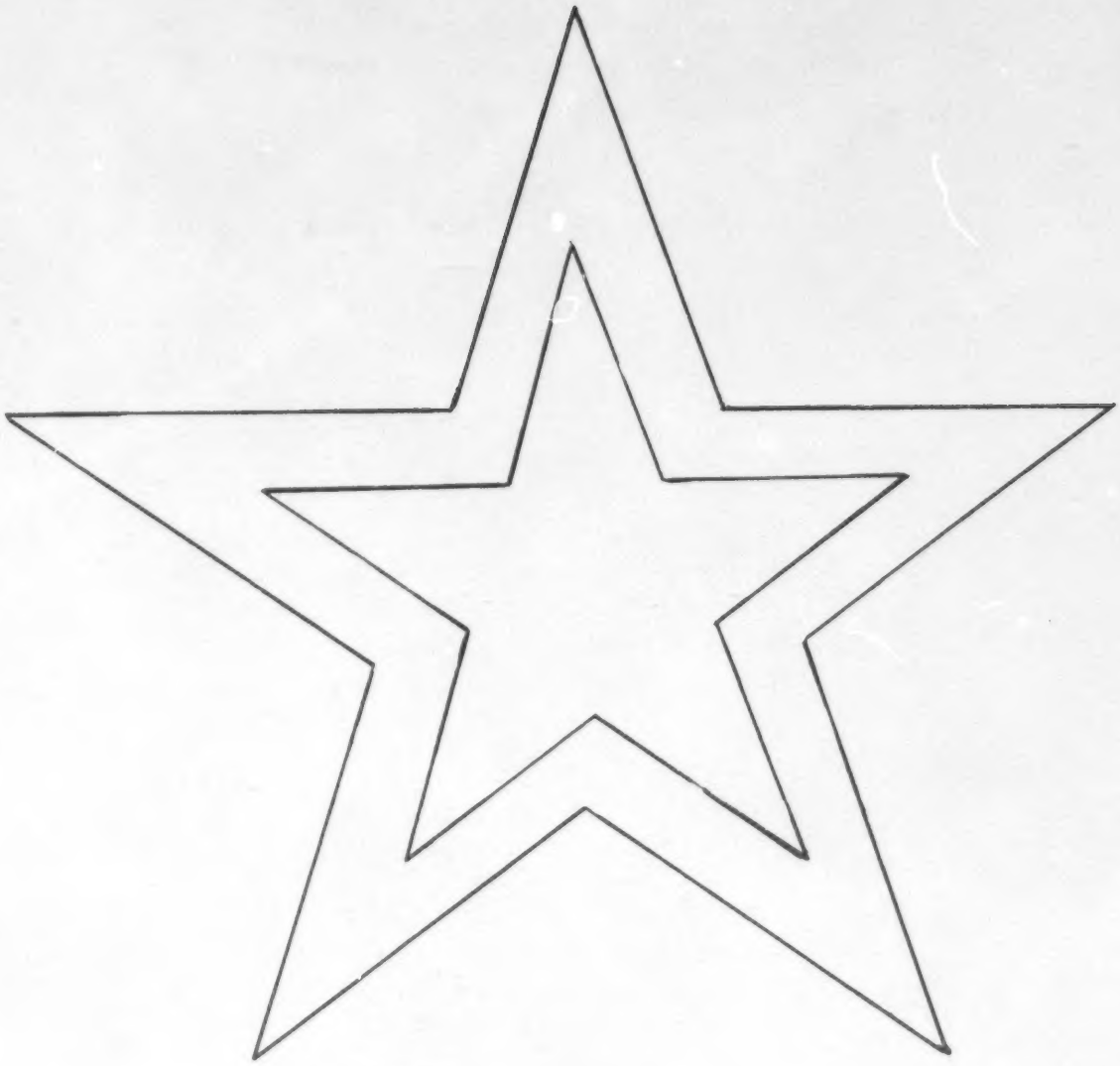
Reference: Hayes, Marnell L., "Oh Dear, Somebody Said Learning Disabilities!" A Book For Teachers and Parents, San Rafael, California, Academic Therapy, 1975.

4. **Activity:** Mirror Writing
Materials: Paper with a line drawing of a star (Exhibit A), plain paper or cardboard "blocker," pencil
Suggestion: Individual activity.

Directions:

1. Place the mirror in a standing position on the table.
2. Lay the paper with the star on the table forming a right angle to the mirror.
3. Hold the paper or cardboard "blocker" three or four inches above the star, so that it blocks the view of the star.
4. View the star through the mirror only.
5. Draw the star, staying between the two lines delineating the star.
6. Follow-up questions:
   - How did you feel when your hand seemed out of control?
   - How did you react to these frustrations?

EXHIBIT A



5. Activity: Puzzles

Materials: Fogged glasses (use a bar of Ivory soap or glass wax), puzzle page (Exhibit B), timer, scissors

Suggestion: May be used as a group or individual activity.

Directions:

1. Put on glasses.
2. Set the timer for five minutes.
3. Using the scissors, cut out the pieces of the puzzle.
4. Put the pieces of the puzzle together.
5. Stop when the timer rings.
6. Take off glasses and note results of attempt to cut and put puzzle together.
7. Reflect on your feelings as you attempted this task.

6. Activity: Trusting

Materials: Gauze pads, gauze, tape, canes

Suggestion: Group activity.

Directions:

1. Choose a partner.
2. One person, the helper, places gauze pads over the eyes of the other and fastens it with gauze and tape.
3. The helper gives the blind partner a cane.
4. The helper directs the blind partner to:
   - Get a pencil
   - Write his or her name
   - Sit in a chair
   - Take off his or her shoes
   - Sit on the floor Indian-style
   - Put on his or her shoes
   - Walk to another center and return
5. Remove the gauze and partners discuss:
   - How did you feel walking without sight?
   - What cues other than visual did you use?
   - How did the buddy feel?
   - What kind of cues did you give?

EXHIBIT B

7. **Activity:** Trying Hard
Material: Pair of heavy mittens, over-sized gloves or socks
Suggestion: Individual activity.

Directions:

1. Put a pair of mittens, over-sized gloves or socks on your hands and perform simple daily tasks:
   - Put on and remove coat
   - Shuffle and reorder activity sheets
   - Copy a paragraph from a book or magazine
   - Reorganize pocketbook or wallet
   - Record telephone numbers of others
2. Follow-up:
   - What problems did you have in trying to manipulate door knobs, eating utensils, papers, books, etc.?
   - How did you finally manage to do what you had to do?
   - How long did you try to work at a difficult situation?
   - Did you see how important fine motor control is to you and how you manage in your environment?

8. **Activity:** My Fingers Don't Work
Materials: One pair of work gloves (fingers should be stuffed with tissues), scissors, sheet of paper
Suggestion: Group activity.

Directions:

1. Select a group leader.
2. Participants are given a pair of work gloves to put on.
3. Group leader directs participants to do the following:
   - Tie shoes
   - Fold paper
   - Zip up or button clothing
   - Pick up some money from floor
   - Cut paper
4. Group leader communicates impatience with group's slowness in performing various fine motor tasks during exercise. Later, the group's feelings about additional "pressure" from the group leader might be discussed related to how a handicapped individual might feel about not performing up to expectations.
5. Follow-up should include discussion of the frustration of not having one's fingers perform as expected.

9. Activity: I Am Trying
Materials: Pencil, paper
Suggestion: Group activity.

Directions:

1. Select a leader.
2. Participants are instructed to write their names on pieces of paper using their best handwriting.
3. After participants are finished, direct them to move their left foot on the floor in a counterclockwise direction (right foot in clockwise direction if participants are left-handed).
4. Tell participants to write their names again while continuing the foot movement. They may tend to stop the foot movement while writing and reminders may be necessary.
5. A follow-up discussion may include:
   - Was there any difference between the first and second name?
   - Why was there a difference?
   - Did you really try?
   - If you had to write that way all the time, how would you feel about writing assignments?
   - Consider how it feels to be unable to write with ease.

10. Activity: Order-A-Meal
Materials: Pencil, paper, earplugs
Suggestion: Small group activity.

Directions:

1. Group selects a member to be the "waiter/waitress."
2. "Waiter/Waitress" is given earplugs to wear.
3. Each participant places an order for a seven course dinner. Each order includes a cocktail, appetizer, soup, salad (choice of dressing), entree, two vegetables, dessert and an after-dinner drink.
4. "Waiter/Waitress" records orders. Participants occasionally revise orders.
5. "Waiter/Waitress" reads back orders to "customers." Observe how many mistakes were made. Other members may wish to experience "waiter/waitress" role.

11. **Activity:** Spelling Bee
Materials: Earplugs, pencil, paper, spelling word list, timer
Suggestion: Group activity.

Directions:

1. Group selects a leader.
2. Student members of the group put in earplugs.
3. Leader conducts timed spelling test using the following words:

   accommodation
   dissemination
   accumulated
   sophomore
   liaison
   intricate
   homogeneous
   substantiate
   applicable
   valuable
   spontaneous
   equitable

4. Read list. Teacher allows one minute with no repetitions.
5. Follow-up discussion on:
   - Feelings of group
   - Need to use other senses
   - Cues

12. **Activity:** Math Placement Test
Materials: Copy of below text and pencil
Suggestion: Group activity.

Directions: Complete the following examples. You will have 10 minutes to complete the exam. The results of your test will determine your grouping for this year. Work as quickly as you can. Remember, you will be graded according to the number of correct answers, not the methods you used to obtain the answers. Write your answers very clearly. Stray marks may look like decimal points and be counted as errors. Do as many problems as you can and use this sheet as your worksheet. Label the answer and check your work for accuracy.

---

7 1/2 - 3 1/7 =

14 2/3 x 6 4/7 =

8 9/12 - 12 =

9 6/14 - 6 4/7 =

11 6/25 x 4/17 =

---

15)3548.62

22)94.613

37)64.3710

1,943,723
- 752,945

6,477,901
-5,984,642

17,667,945
- 3,776,867

9,743,662
- 645,999

64379
56724
64369
79423
83047
+6046

124,723
76,947
136,629
+94,281

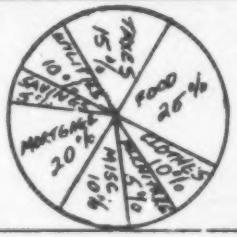
2,732,279
2,967,423
29,470,006
+ 29,469

The distance from Rick's home to work is 7.6 miles. How many miles does Rick travel in four working months?

The distance from a door knob to the floor measures about one meter.
TRUE or FALSE?

2, 5, 11, 23, ____, 95,

A plant grew from 1 cm to 6 cm. About how many inches has it grown?



4942 x 269

9421 x 64

9426 x 99

6042 x 933

7890 x 678

6789 x 678

9426 x 94

6677 x 54

The circle graph shows how a family of four plans to budget its income.

(a) if one parent brings home $300.00 per week and the other parent brings home $325.00 per week, how much of the weekly income will be spent on food?

(b) if the family plans to save 5% of its income, how much will it save each month?

(c) how much does the family pay in combination for taxes, utilities and mortgage?

(d) how much does the family pay in combination for furniture and clothes?

CDLXXXIX =

CCCLVIII =

DMLVI =

DXLXXXIV =

LXVII =

XCIX =

$\frac{6 \times 3}{4}$ + 5 1/4 - 1.35 =

$\frac{4 - .6}{12}$ + 6 4/5 - 1 1/4 =

13. **Activity:** Homework

Directions: The following sensitivity suggestions and activities may be assigned as "homework" prior to beginning Unit V.

A. Put arm in sling. Go shopping to add to your wardrobe.

B. Read evening paper wearing glasses fogged with glass wax.

C. Prepare dinner on crutches.

D. Wear a set of earplugs to a movie.

E. For five minutes state one word every two seconds in an everyday situation.

F. Dress and prepare breakfast wearing mittens.

G. Apply makeup wearing socks on hands.

H. Eat lunch with gauze wrapped around eyes.

I. Help children with a homework assignment without using hands.

J. Walk around the block with gauze wrapped around eyes.

K. Fill out a bank deposit slip, write a check, or write a letter wearing glasses fogged with soap or glass wax.

L. Remove shoes and socks. Pick up pencils with feet and deposit them in a box.

APPENDIX J

Suggested self-adhesive first aid sticker for use on school buses.

FIRST AID

FOR

GRAND MAL EPILEPSY

- Keep calm. You cannot stop a seizure once it has started.
- Do not try to restrain the person. Let the seizure run its course.
- Clear the area around the person so he or she does not get injured on any hard, sharp or hot objects. Try not to interfere with person's movements.
- DO NOT FORCE ANYTHING BETWEEN THE PERSON'S TEETH! If his or her mouth is open, you might place a soft object such as a handkerchief between the side teeth.
- It is not usually necessary to call a doctor unless the seizure lasts more than ten minutes or is followed almost immediately by another major seizure.
- When the seizure is over, let the person rest or sleep.
- The parent or guardian, physician and appropriate school personnel should be notified of the seizure.

Physician ( ) _____ Rescue Squad ( ) _____

Transportation Office ( ) _____